



ENGLISH LANGUAGE ARTS GRADE 3

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This document provides information teachers will require in order to implement the English Language Arts curriculum for Grade 3.

The information contained in this document, as well as the full English Language Arts K to 7 Integrated Resource Package (IRP), is available at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about English Language Arts K to 7, including special features and requirements.

Included in this section are

- a graphic overview of the curriculum, including the curriculum aim and goals
- a rationale for teaching English Language Arts K to 7 in BC schools
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- key concepts, which are a framework of the foundational ideas underlying the Prescribed Learning Outcomes from K to 7
- a suggested timeframe for each curriculum organizer

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners, including sections on the differences between this curriculum and its predecessor, and research and references underlying the curriculum.

PRESCRIBED LEARNING OUTCOMES

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of each grade.

This document contains the Prescribed Learning Outcomes for Grade 3. Also included for reference are the Prescribed Learning Outcomes for Grade 2 and Grade 4.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Elements, which provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

CLASSROOM ASSESSMENT MODEL

This section contains a series of classroom assessment examples that address clusters of learning outcomes organized around oral language, reading and viewing, and writing and representing. The examples do not address all the Prescribed Learning Outcomes for the grade and are not designed to be used for summative assessment. The examples are provided to support classroom assessment and are closely aligned with the BC Performance Standards. They are suggestions only – teachers may use or modify them as they plan for the implementation of this curriculum.

LEARNING RESOURCES

This section contains general information on learning resources, and provides an Internet link to titles, descriptions, and ordering information for the recommended learning resources in the English Language Arts K to 7 Grade Collections.

GLOSSARY

The Glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of this curriculum.



INTRODUCTION

English Language Arts Grade 3

ENGLISH LANGUAGE ARTS GRADES 1 TO 7*: AT A GLANCE

Aim

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.

Goals

- comprehend and respond to oral and written language critically, creatively, and articulately
- communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others

Curriculum Organizers

<i>Oral Language (Speaking and Listening)</i>	<i>Reading and Viewing</i>	<i>Writing and Representing</i>
Purposes Use oral language to interact, present, and listen	Purposes Read and view to comprehend and respond to a variety of grade-appropriate texts	Purposes Write and represent to create a variety of meaningful personal, informational, and imaginative texts
Strategies Use strategies when interacting, presenting, and listening to improve speaking and listening	Strategies Use strategies before, during, and after reading and viewing to increase comprehension and fluency	Strategies Use strategies when writing and representing to increase success at creating meaningful texts
Thinking <ul style="list-style-type: none"> • Use oral language to improve and extend thinking • Reflect on, self-assess, and set goals for improvement in oral language 	Thinking <ul style="list-style-type: none"> • Use reading and viewing to make meaningful connections, and to improve and extend thinking • Reflect on, self-assess, and set goals for improvement in reading and viewing 	Thinking <ul style="list-style-type: none"> • Use writing and representing to express, extend, and analyse thinking • Reflect on, self-assess, and set goals for improvement in writing and representing
Features Recognize and apply the features and patterns of oral language to convey and derive meaning	Features Use the structures and features of text to derive meaning from texts	Features Use the features and conventions of language to enhance meaning and artistry in writing and representing

* At the Kindergarten level, the curriculum organizers have been modified from the above in order to address developmental appropriateness (see page 4).

The complete Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for English Language Arts K to 7. The development of the IRP has been guided by the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.
- Learning is most effective when students reflect on the process of learning and set goals for improvement.

In addition to these principles, the IRP recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for the curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and the Classroom Assessment Model.

RATIONALE

Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. As students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms, from reading and writing, to literature, theatre, public speaking, film, and other media. They also come to understand language as a human system of communication – dynamic and evolving, but also systematic and governed by rules.

The English Language Arts K to 7 curriculum provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language:

- People use language to comprehend a wide range of literary and information communications and to respond knowledgeably and critically to what they read, view, and hear. Students' ability to understand and draw conclusions from communications – whether written, spoken, or displayed visually – and to defend their conclusions rationally is a major goal of education and the particular focus of the English Language Arts K to 7 curriculum.
- People use language to communicate their ideas through a variety of print and non-print media. In both academic and business contexts, students need to be able to communicate with precision, clarity, and artistry; apply the conventions of language; gather and organize information and ideas; and use communication forms and styles that suit their abilities, specific purposes, and the needs of the audience.
- People use language as a fundamental part of their personal, work, and social lives – to establish and maintain relationships, for enjoyment and diversion, and to learn. Learning to interact successfully with others is essential for students' success in school, lifelong learning, and maintaining productive, satisfying lives.

The development of literacy is a key focus of this curriculum. The rapid expansion in the use of technology and media has expanded the concept of what it is to be literate. Literacy today involves being able to understand and process oral, written, electronic, and multi-media forms of communication. This curriculum acknowledges that students learn and develop at different rates and that the timeframe for literacy development will vary.

Society expects graduates to think critically, solve problems, communicate clearly, and learn and work both independently and with others. The English Language Arts K to 7 curriculum contributes to this outcome by providing a framework to help students

- present and respond to ideas, feelings, and knowledge sensitively and creatively
- explore Canadian and world literature as a way of knowing, of developing personal values, and of understanding
- learn about Canada's cultural heritage as expressed in language
- use language confidently to understand and respond thoughtfully and critically to factual and imaginative communications in speech, print, and other media
- develop the reading and writing skills required of informed citizens prepared to face the challenges of further education and a changing workplace

- express themselves critically, creatively, and articulately for a variety of personal, social, and work-related purposes
- use language appropriate to the situation, audience, and purpose and become comfortable with a range of language styles, from public to personal, and from literary to standard business English
- realize their individual potential as communicators

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. Clear and specific learning outcomes guide assessment and instruction and should be shared with both students and parents to enable all stakeholders to have common vocabulary and understandings. The Prescribed Learning Outcomes for English Language Arts Grades 1 to 7 are grouped under the curriculum organizers shown in the chart below. These three organizers and related suborganizers have been framed to highlight the important aspects of student learning in English Language Arts and as one means of presenting Prescribed Learning Outcomes in an organized manner. They are not intended to suggest a sequence of instruction or a linear approach to

course delivery; nor do they suggest that organizers work in isolation from one another. (See section entitled “Considerations for Program Delivery: Integration of the Language Arts.”)

Fewer suborganizers and a simpler curriculum organization at the Kindergarten level are consistent with the need for a focus on the foundational aspects of English Language Arts for beginning students. The teaching of literacy in Kindergarten should be taught in a “purposefully joyful and playful way” (i.e., through purposeful, but engaging and playful activities). Play is an essential experience that extends, enhances, and enriches a child’s learning. Play does not compete with the learning of foundational literacy skills but rather it is through playful activities that this learning occurs.

Oral Language (Speaking and Listening)

“Oral language is the foundation of literacy learning. Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994, p. 254). Students use language to monitor and reflect on experiences and to reason, plan, predict, and make connections both orally and in print.

English Language Arts Grades 1 to 7

ORAL LANGUAGE (SPEAKING AND LISTENING)	READING AND VIEWING	WRITING AND REPRESENTING
<ul style="list-style-type: none"> • Purposes • Strategies • Thinking • Features 	<ul style="list-style-type: none"> • Purposes • Strategies • Thinking • Features 	<ul style="list-style-type: none"> • Purposes • Strategies • Thinking • Features

English Language Arts Kindergarten

DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES	DEVELOPING READING AND VIEWING ABILITIES	DEVELOPING WRITING AND REPRESENTING ABILITIES
<ul style="list-style-type: none"> • Oral Language Learning and Extending Thinking • Strategies for Oral Language • Features of Oral Language 	<ul style="list-style-type: none"> • Learning Reading (and Viewing) and Extending Thinking • Strategies for Learning to Read and View • Features of Reading and Viewing 	<ul style="list-style-type: none"> • Learning Writing (and Representing) and Extending Thinking • Strategies for Learning to Write and Represent • Features of Writing and Representing

The Oral Language section of the curriculum focusses on

- **Purposes** – providing students opportunities to develop their capacity to interact effectively with peers and adults, to present material orally, and to listen attentively, respectfully, and with purpose
- **Strategies** – increasing students’ awareness of and engagement in the processes, skills, and techniques they can use to be more successful in their oral interactions and presentations
- **Thinking** – extending students’ capacity to use oral language to make connections to text, develop ideas, increase vocabulary repertoire, and use metacognition to assess their strengths and set goals to scaffold improvement
- **Features** – increasing students’ knowledge of the forms of oral expression and the expectations of various audiences, as well as their capacity to control syntax, diction, and other aspects of their oral communication

Reading and Viewing

“As teachers of literacy, we must have as an instructional goal, regardless of age, grade, or achievement level, the development of students as purposeful, engaged, and ultimately independent comprehenders. No matter what grade level you teach, no matter what content you teach, no matter what texts you teach with, your goal is to improve students’ comprehension and understanding” (Rasinski et al, 2000, p. 1).

The Reading and Viewing section of the curriculum focusses on

- **Purposes** – providing opportunities for students to read and view various types of text (written and visual) in order to improve both literal and higher-level comprehension, and to increase fluency in reading
- **Strategies** – increasing students’ repertoire of strategies and techniques they can use before, during, and after reading and viewing in order to comprehend and extend their understandings of texts
- **Thinking** – developing students’ metacognitive capacity to identify and achieve goals for improving their reading and viewing, and to respond to texts in an increasingly thoughtful and sophisticated manner

- **Features** – developing students’ awareness of the different types of written and visual text, the characteristics that distinguish them, and the impact of the stylistic effects used (e.g., rhyme)

Writing and Representing

Learning to write assists children in their reading; in learning to read, children also gain insights that help them as writers. But writing is more than an aid to learning to read; it is an important curricular goal. Through writing children express themselves, clarify their thinking, communicate ideas, and integrate new information into their knowledge base (Centre for the Improvement of Early Reading [CIERA], 1998a, p. 1).

The Writing and Representing section of the curriculum focusses on

- **Purposes** – giving students opportunities to create various kinds of texts; personal, imaginative, and informational, including texts that contain a combination of writing and graphic representations
- **Strategies** – developing students’ repertoire of approaches to creating text, including those that apply before (e.g., notetaking, brainstorming), during (e.g., experimenting with word choice), and after (e.g., editing, presenting) writing and representing
- **Thinking** – expanding students’ capacity to set and achieve goals to improve their writing and representing, and to extend thinking by using writing and representing to connect to their ideas, the ideas of others, and those presented in texts
- **Features** – developing students’ command of grammar, spelling, punctuation, and paragraphing, and of the expectations associated with particular forms of writing and representing (e.g., short stories, lab reports, web pages)

KEY CONCEPTS

The Key Concepts are derived from Prescribed Learning Outcomes for English Language Arts K to 7. The information is provided as a quick overview, and is designed to summarize the fundamental concepts for English Language Arts for each grade. This is not a list of Prescribed Learning Outcomes, but a framework of the key ideas that form the basis for English Language Arts.

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

	Kindergarten	Grade 1	Grade 2	Grade 3
ORAL LANGUAGE <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<i>Pre-K learning experiences plus...</i> <ul style="list-style-type: none"> speaking and listening to express and inquire developing vocabulary making connections and asking questions using meaningful syntax beginning to demonstrate phonological awareness 	<i>Kindergarten plus...</i> <ul style="list-style-type: none"> speaking and listening to recall and retell acquiring and expressing ideas and information accessing prior knowledge and organizing thinking using words correctly developing phonological awareness 	<i>K and 1 plus...</i> <ul style="list-style-type: none"> staying on topic and sustaining concentration making and sharing connections comparing and contrasting recognizing language patterns 	<i>K to 2 plus...</i> <ul style="list-style-type: none"> generating ideas sharing ideas and opinions recalling and summarizing in logical sequence recognizing and using language features
READING AND VIEWING <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<ul style="list-style-type: none"> engaging in reading or reading-like behaviour connecting with prior knowledge developing printing concepts developing familiarity with the alphabet, alphabetic sounds, and common words 	<ul style="list-style-type: none"> choosing and reading books developing word-decoding strategies making connections to texts identifying story elements 	<ul style="list-style-type: none"> reading with comprehension and fluency predicting and summarizing to construct and confirm meaning making connections between texts acquiring and using vocabulary relating to texts 	<ul style="list-style-type: none"> self-monitoring and self-correcting during reading developing explanations making connections among texts locating information using text features
WRITING AND REPRESENTING <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<ul style="list-style-type: none"> creating messages (e.g., using pictures, symbols, letters, and words) using invented spelling and word copying printing most letters and simple words 	<ul style="list-style-type: none"> writing short passages (e.g., journal entries, lists, poems) using basic punctuation and simple sentence construction printing legible letters and words 	<ul style="list-style-type: none"> writing, following models presented expressing personal responses to text material beginning to use criteria to improve writing using basic punctuation and constructing simple and compound sentences 	<ul style="list-style-type: none"> writing for a purpose and audience accessing reference materials using criteria to improve writing using conventional spelling, sentence variation and new vocabulary

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

	Grade 4	Grade 5	Grade 6	Grade 7
ORAL LANGUAGE <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<i>K to 3 plus...</i> <ul style="list-style-type: none"> providing details and examples to enhance meaning summarizing and synthesizing comparing and analysing ideas expressing ideas clearly and fluently 	<i>K to 4 plus...</i> <ul style="list-style-type: none"> sharing and explaining ideas and viewpoints interpreting the speaker's message (verbal and nonverbal) considering audience when presenting recognizing literary devices 	<i>K to 5 plus...</i> <ul style="list-style-type: none"> resolving problems comparing ideas identifying purposes and perspectives using sequential organizers organizing information and practising delivery 	<i>K to 6 plus...</i> <ul style="list-style-type: none"> negotiating to achieve consensus analysing and evaluating ideas analysing perspectives and considering alternatives incorporating nonverbal elements using techniques and aids to facilitate audience understanding
READING AND VIEWING <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<ul style="list-style-type: none"> choosing texts and defending text choices making inferences and drawing conclusions during reading reading strategically, depending on purpose reading texts of different forms and genres 	<ul style="list-style-type: none"> making personal connections to texts comparing ideas and information in texts previewing texts and reading to locate information constructing meaning using genre and form 	<ul style="list-style-type: none"> describing personal connections to texts analysing ideas and information in texts determining importance of ideas and information constructing and confirming meaning of text, using structures and features 	<ul style="list-style-type: none"> reflecting on and responding to texts analysing, comparing, and synthesizing ideas in texts acknowledging and evaluating ideas and alternative viewpoints in texts constructing and confirming meaning of text, using types and features
WRITING AND REPRESENTING <i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i>	<ul style="list-style-type: none"> writing in a variety of genres writing to express and extend thinking using criteria to revise and edit writing using conventional grammar, spelling and punctuation 	<ul style="list-style-type: none"> writing for a variety of audiences and purposes analysing thinking by expressing opinions and alternatives accessing and using multiple sources of information using variation in sentence construction 	<ul style="list-style-type: none"> writing a variety of well-developed texts writing to critique or defend positions selecting genre and form depending on purpose enhancing meaning and artistry in writing, using features and conventions of language 	<ul style="list-style-type: none"> writing a variety of well-developed texts writing to compare, analyse, generalize, and speculate developing and applying criteria to improve writing enhancing meaning and artistry in writing, using features and conventions of language

SUGGESTED TIMEFRAME

Although decisions concerning the allocation of instructional time are subject to teachers' professional judgment, the curriculum has been designed to create opportunities for greater balance and integration among the three aspects of learning in English Language Arts: oral language, reading and viewing, and writing and representing.

Since it is anticipated that instruction related to learning outcomes in these three areas will frequently be integrated within instructional units (e.g., a unit focussed on the study of a particular text), teachers may not necessarily find it useful to correlate instructional time with curriculum

organizers. It is consistent with the aim of this subject, however, for teachers to place the most emphasis on outcomes that address developmental needs, and specifically on instructional activities that further students' thinking skills rather than merely extending their knowledge. This emphasis should be reflected both in the allocation of time and in the weighting scheme for grading student performance.

The following tables show the average percentages of total time that could be devoted to delivering the Prescribed Learning Outcomes in each curriculum organizer at various grade levels.

Suggested Timeframe for English Language Arts Grades 1 to 7

Curriculum Organizer	Suggested Time Allocation (average)		
	Grades 1 to 3	Grades 4 and 5	Grades 6 and 7
Oral Language (Speaking and Listening)	40 - 60%	25 - 35%	20 - 30%
Reading and Viewing	20 - 40%	40 - 50%	35 - 50%
Writing and Representing	20 - 40%	25 - 35%	30 - 45%



CONSIDERATIONS FOR PROGRAM DELIVERY

English Language Arts Grade 3

This section of the IRP contains additional information to help teachers develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local needs
- involving parents and guardians
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- language learning: a shared responsibility
- expanded definition of text
- expanded range of texts
- grade-appropriate texts
- integration of the language arts
- highlights of the 2006 English Language Arts curriculum
- research
- references

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy **does not** apply to English Language Arts K to 7.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL NEEDS

English Language Arts K to 7 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the English Language Arts K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

An excellent way for parents to provide support for students' literacy success is by showing enjoyment of both reading and writing, encouraging and sustaining conversation, and demonstrating how to express viewpoints respectfully. Activities such as

family read-alouds, writing journals on vacations and sharing what has been written, playing vocabulary games, and making frequent trips to the library are ways for parents to support literacy at home.

It is highly recommended that schools inform parents and guardians about the English Language Arts K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including English Language Arts K to 7.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the English Language Arts K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of English Language Arts K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/special/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the English Language Arts classroom.

School and district-wide programs – such as student government, active schools, work experience, and service clubs – support and extend learning in English Language Arts K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in English Language Arts K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications

signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner or a collective that has the right to licence:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational

institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to <http://cmec.ca/copyright/indexe.stm>

LANGUAGE LEARNING: A SHARED RESPONSIBILITY

Students, parents, teachers, and the community share responsibility for language learning. Students use language to examine new knowledge and experiences. They make choices about which texts to read, view, or listen to and about their responses to such texts. Students need to take responsibility for their language learning.

Language development begins in the home. Parents, other caregivers, and family members can actively support language learning by encouraging their children to use the language arts of speaking, listening, reading, viewing, writing, and representing in real-life contexts.

Because of its universality, language allows students to make connections across many areas of study. Integration must occur between English Language Arts and other curriculum areas. Teachers who are subject-area specialists support language development when they teach the specialized language and forms of their subject.

English Language Arts teachers play a special role as they help students develop strategies for using and responding to oral language and texts. They

provide explicit instruction where appropriate, and provide students with learning opportunities that integrate language processes and scaffold learning.

EXPANDED DEFINITION OF TEXT

In this document, the term “text” is used to describe oral, visual, or written language forms including electronic media. These varied forms of text are often used in combination with one another. The expanded definition of text acknowledges the diverse range of materials with which we interact and from which we construct meaning.

EXPANDED RANGE OF TEXTS

Wherever possible, learning outcomes have been framed to allow teachers and students to address prescribed requirements using various types of texts. In addition to introducing texts in oral and visual forms, as well as written forms, teachers are encouraged to devote attention to a broad range of non-fiction texts, fiction, and poetry. Students need knowledge, skills, and strategies in the six language arts to compose, comprehend, and respond effectively to a range of texts. To promote a deeper cultural awareness among students, teachers are also encouraged to devote attention to texts by both Aboriginal and non-Aboriginal authors from Canada and to texts that embody a range of voices from around the world. Teacher-librarians are a tremendous resource who can provide assistance in selecting grade-appropriate texts and may also offer other activities and suggestions to encourage the love of reading.

GRADE-APPROPRIATE TEXTS

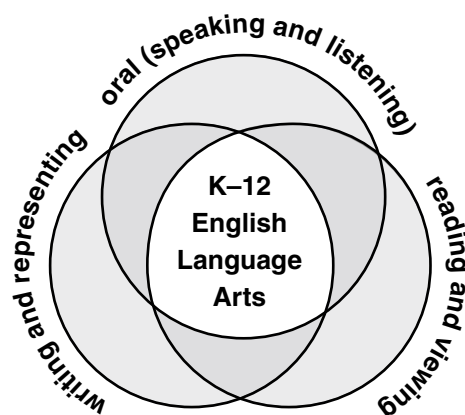
The Prescribed Learning Outcomes require students who meet expectations to be able to read and comprehend “grade-appropriate texts.” There is expected to be a range of grade-appropriate texts at each grade level. The determination of the range of texts appropriate at each grade will be the responsibility of each school district in British Columbia. Text appropriateness will vary depending on students’ background knowledge of the content and of the text style. To determine whether a student is reading grade-appropriate texts with

comprehension, consideration should be given to multiple performance snapshots of reading. Many characteristics of text may be used to determine the level of a text, including number of pages, type and size of font, sentence complexity, and sophistication of themes and ideas. A number of performance-based assessment tools and resources currently used throughout school districts in British Columbia are useful in providing information on reading achievement. Some examples are listed in the subsection entitled “Formative Assessment and Student Self-Assessment to Support Learning” in “Highlights of the 2006 English Language Arts Curriculum.”

INTEGRATION OF THE LANGUAGE ARTS

All the language arts (i.e., speaking, listening, reading, viewing, writing, and representing) are interrelated and interdependent: facility in one strengthens and supports the others. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts.

Integration



***All language arts are integrated:
facility in one strengthens and supports the other.***

HIGHLIGHTS OF THE 2006 ENGLISH LANGUAGE ARTS CURRICULUM

This 2006 curriculum revision incorporates components from the 1996 provincial English Language Arts curriculum, the contributions of many educators, and much of the content and intent of the 1998 *Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (Western Canadian Protocol for Collaboration in Basic Education, now referred to as “Western and Northern Canadian Protocol for Collaboration in Basic Education”). The 2006 English Language Arts K to 7 curriculum emphasizes the following:

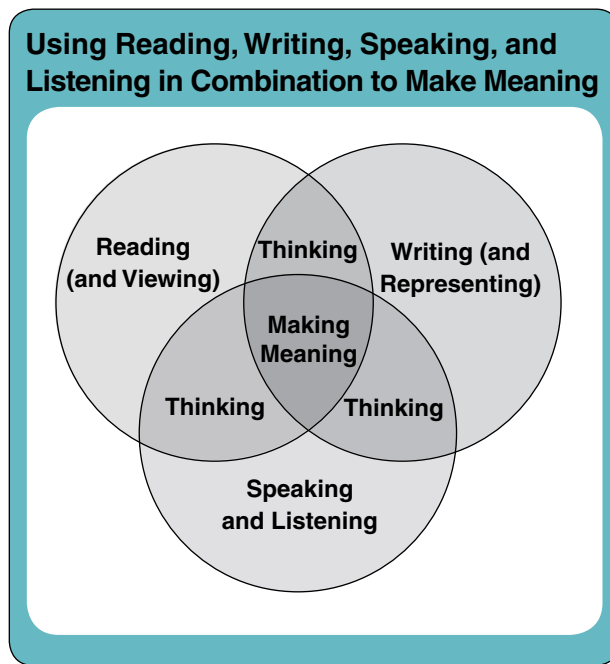
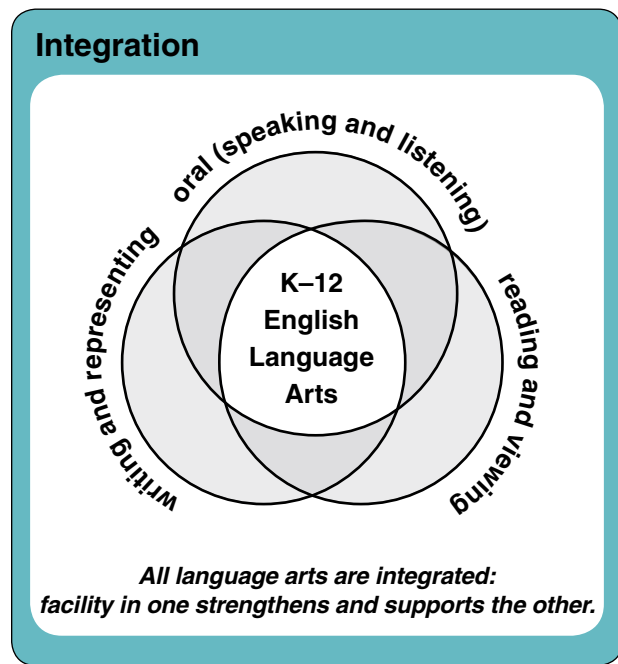
1. the link between literacy and thinking
2. the connections among oral language, reading, and writing
3. comprehension and metacognition in literacy learning
4. the gradual release of responsibility
5. literacy learning across the curriculum
6. early literacy development and intervention
7. oral language to support learning
8. reading comprehension and fluency
9. a systematic approach to writing
10. classroom diversity and differentiated instruction

11. assessment to inform instruction and support learning
12. alignment with the BC Performance Standards

1. *The Link Between Literacy and Thinking*

Language and literacy development occur on a continuum of learning from birth through adulthood. The continuum moves from invention to convention, from inexperienced to experienced, from early attempts to maturity, from context-dependent to more differentiated (Whitmore & Goodman, 1995, p. 157).

Catherine Snow (2005, p. 1) defines literacy as “the capacity to construct and express meaning through reading, writing, and talking about texts.” In the primary years, the core of young children’s literacy development is their striving to convey meaning through speaking, writing, and representing, and to make meaning through listening, reading, and viewing. Early reading and writing often begin with retelling, and move to response, personal interpretation, and fact-finding. As the developmental continuum between literacy and learning continues, a large part of what students learn from Grade 4 onward is learned through reading and writing. In the intermediate years,



Ontario Ministry of Education, *Literacy for Learning: Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*, Figure 5. © Queen’s Printer for Ontario, 2004. Reproduced and adapted with permission.

there is a growing emphasis on reading to gain information from literature, poetry, and factual or multi-media texts, and to use this information to make connections, form hypotheses, analyse, synthesize, evaluate, and make judgments.

“A literacy of thoughtfulness is primarily a process of making meaning (not just receiving it) and negotiating it with others (not just thinking alone). It is fundamentally constructive” (Brown, as cited in Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, Vol. 1, 1991, p. 29). This construction and production of meaning is at the heart of the English Language Arts curriculum. Children develop as readers, writers, and thinkers through experiences with rich texts and real language in many different forms – poetry, fiction, and non-fiction. They need many opportunities to read, discuss, and respond to a wide range of texts across all subject areas and for a variety of purposes – including reading, writing, and talking about texts of individual choice.

Through their school years, students learn to make increasingly insightful connections between their own and others’ experiences, to inquire systematically into important matters, and to access, analyse, and evaluate information and arguments. They learn to consider a variety of perspectives, and to express their own thoughts, ideas, feelings, and values with growing clarity and confidence. With modelling, practice, and support, their thinking and understanding are deepened as they work with engaging content and participate in rich, focussed conversations.

To foster this development, teachers provide a wide variety of texts worth reading, and time to write about significant topics. They structure opportunities for students to talk about their reading, writing, and thinking, and involve them in challenging, open-ended tasks through which they create and demonstrate understanding.

2. Connections Among Speaking, Listening, Reading, Viewing, Writing, and Representing

When students are taught language arts in an integrated fashion they use the language arts interdependently to create meaning. For example: structured talk may lead to writing; viewing graphs

and images may lead to reading; writing or representing responses may occur before, during, and after reading. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts, and to reflect on their learning as they do so.

“In the junior grades, students learn to read like writers and write like readers by talking and thinking about the meaning, form, language, and effect of what they read and write. Purposeful talk about a wide range of texts helps students extend their knowledge of themselves and the world, make new connections, and acquire insights that will deepen their reading comprehension and enrich their written work” (Ontario Ministry of Education, 2004, p. 29).

3. Comprehension and Metacognition

Comprehension is the process of making meaning with and from text, whether the text is oral, written, visual, or multi-media. This curriculum emphasizes the teaching of strategies that literate people use to make meaning as they speak, listen, read, view, write, and represent. These include both specific strategies to use when interacting with different kinds of text, and more general strategies for self-monitoring, self-correcting, reflecting, and goal-setting to improve learning.

Students who can monitor their learning, assess their strengths and weaknesses, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, they gain personal control over the strategies they use when engaged in literacy activities. This control develops through metacognition – that is, becoming aware of and more purposeful in how to use strategies to improve learning. “It is important to give learners time and opportunities to make their thought processes explicit and to reflect on their learning strategies, in order for them to gain self-control. Acquiring and using metacognitive skills has emerged as a powerful idea for promoting a thinking skills curriculum” (McGuiness, 1999, p. 2). Even very young students can develop metacognitive strategies and skills when teachers explain, model, and help them practise talking about their thinking in systematic ways.

4. *The Gradual Release of Responsibility*

In effective literacy instruction, teachers choose their instructional activities to model and scaffold comprehension and metacognition strategies that are just beyond students' independent level. This is called the "Zone of Proximal Development" (Vygotsky, 1978), and it is where learning can be supported most effectively and extended with instruction. That is, students are introduced to strategies that are new and challenging, but not so difficult that they become frustrated. As students become more proficient in using new strategies through guided practice and interaction with one another, the teacher can gradually release responsibility for the strategies to students, to encourage their independence (Pearson & Gallagher, 1983). This process is called the "Gradual Release of Responsibility," also referred to as the gradual release of support. The ultimate goal is for students to make the strategies their own, and to know how, when, and why to apply them when speaking, listening, reading, viewing, writing, representing, and thinking about their thinking.

With this in mind, teachers focus their instruction on effective comprehension strategies for reading, writing, speaking, listening, and thinking that are within students' Zone of Proximal Development. For each strategy, they

- explain and demonstrate, through explicit modelling and/or thinking aloud, the purpose and use of a strategy
- coach or guide students in pairs or small, interactive groups, as they work with the strategy
- provide opportunities for students to use the strategy independently
- monitor how students use the strategy in combination with other strategies they have learned, and encourage them to apply and adapt the strategies in more complex situations

5. *Literacy Learning Across the Curriculum*

It is a misconception that students in the primary grades learn to read and write while those in the intermediate grades read and write to learn. In fact, all students should be doing both simultaneously and continuously. Student learning is enhanced when teachers at all grades, teaching all subject matter, see

themselves as teachers of literacy. In their studies of fourth-grade classrooms, Allington and Johnson (2001) found that in the classrooms of exemplary teachers "... integration across subjects, time, and topics was common rather than a compartmentalized curriculum. The integration not only worked to foster students' motivation and engagement but also to add a coherence to the instructional day" (p. 161).

More time for literacy learning does not mean less time for learning other subjects. In fact, literacy learning provides a way into the increasingly complex ideas and texts that students encounter in all subjects as they advance through the grades. By integrating literacy learning into all subjects, teachers prepare their students to read and write subject-specific material, help them become strategic thinkers and problem solvers, and provide them with opportunities to apply literacy skills and strategies in many different meaningful contexts.

"Learning consists of gradually discovering the meaning of a discipline – that is, coming to understand the questions the discipline asks about the world, the methods it uses, and the main theories it constructs" (Develay, 1996, p. 106).

The inquiry approach is one way to provide students with opportunities to apply a wide range of reading, writing, listening, speaking, and thinking strategies in all curriculum subjects. The foundation of inquiry is the asking of thoughtful questions. Teachers help students pose questions and design tasks for seeking answers to their questions. This builds literacy skills in action and simultaneously deepens a student's thinking process and ability to find solutions. A number of learning outcomes can be addressed in an inquiry task. By designing learning tasks that are not routine but have a degree of open-endedness, uncertainty, and challenge, teachers encourage students to make deep, personal meaning, and to arrive at a variety of solutions with increasing independence.

6. *Early Literacy Development and Intervention*

Children arrive at Kindergarten with vastly different family and cultural backgrounds, vocabulary knowledge, and exposure to literacy.

This diversity of experiences, linguistic backgrounds, and abilities results in a range of early literacy levels in the Kindergarten classroom. Because of individual and experiential variations, it is common to find within a Kindergarten classroom a five-year range of literacy-related skills and functioning (Riley, as cited in NAEYC, 1998, p. 2). The challenges resulting from this diversity are further intensified by the fact that it is essential for early learners to have positive experiences that make them feel successful and that motivate them to seek further involvement in listening, speaking, reading, and writing.

Purposeful play provides an important medium for students' literacy development in the early years. Young children are active learners who constantly seek out opportunities to explore and make sense of their world. During play they learn from one another as they talk, listen, and make meaning together. For example, they learn to attend to tasks, take turns, solve problems, and express ideas. They learn to take risks and make choices. Through interactive play, children gradually discover that other people have ideas about thinking and doing that are different from their own. It is important, then, for classrooms to provide an atmosphere that encourages risk-taking, structures that encourage children to interact with one another, and an environment where they can make choices about their learning.

Within this context, teachers can model and guide literate behaviour during play. "Simply giving children an opportunity to engage in free play will not guarantee that literacy will develop. The teacher plays an important role in modeling and guiding literate behavior during play. Children are more likely to engage in literacy activities during play when teachers introduce the literacy objects such as books, writing tools and signs, and model their use" (Morrow, as cited in Jamison Rog, 2002, p. 29).

"The major instructional tension associated with kindergarten literacy objectives is less about what children should learn than how they can be helped to learn it in an appropriate manner" (Snow, Burns, & Griffin, 1998, p. 177). Thus the teacher's role in knowing each child's background and current abilities, as well as the strategies and structures

needed to scaffold their learning, are central to that child's success. This assumes

- knowledge of child development
- knowledge of literacy and how best to optimize literacy development for all children
- knowledge of intervention strategies for children who need additional support

Children who are particularly likely to have difficulty with learning to read and write in the primary grades are those who begin school with less prior knowledge and skill in relevant domains: most notably, general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading and writing, and letter knowledge. Children from poor neighbourhoods, children with limited proficiency in English, children with hearing impairments, children with preschool language impairments, and children whose parents had difficulty learning to read are particularly at risk of arriving at school with weaknesses in these areas and hence of falling behind from the outset (Snow, Burns, & Griffin, 1998, p. 3).

In the early grades, school success is synonymous with reading success. A child's reading level at the end of Grade 3 more accurately predicts school success than any other variable, including family income, educational attainment of parent or guardian, ethnic or cultural identity, and home language (Carter, 1985). According to a study by Juel (1988), the probability that a child who is a poor reader at the end of Grade 1 will remain a poor reader at the end of Grade 4 is 88% (Snow, Burns, & Griffin, 1998, p. 172). It is research such as this that has helped focus attention on the importance of explicit instruction and early intervention.

The most effective prevention strategy is excellent instruction (Snow, Burns, & Griffin, 1998, p. 172). "Research affirms that quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure. Indeed, when done well, classroom instruction has been shown to overwhelm the effects of student background and supplementary tutoring" (Snow, Burns, & Griffin, 1998, p. 343).

7. Oral Language to Support Learning

Children's oral language development is considered to be a key foundation for successful literacy (Chaney & Burk, 1998; BC Primary Program, 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002). Indeed, the evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence (Tomblin, 2005).

To maximize oral language development, it is important that teachers

- build a personal relationship with each student
- create a safe climate of respectful listening
- provide frequent, sustained opportunities for language development, including structured partner talk and small-group interaction
- interact regularly on a one-to-one basis with each student
- challenge students to talk, think, and explore their knowledge of the world
- ask open-ended questions to help students make meaning
- support students as they develop language and learning strategies necessary to articulate and extend their interactions with the world
- give students adequate wait time for thinking to occur
- encourage students to question and justify

(Adapted from Clay, in Crevola and Vineis, 2004, p. 5)

Students need to be able to use language appropriately for a broad range of functions, and to perceive the functions for which others use language. The oral language students acquire when they are young helps them connect words, sounds, and meaning with print. The oral language acquired later helps students build more sophisticated understandings, explore relationships among ideas, and explore questions in their reading and writing.

Throughout the elementary years, students' oral language abilities are interwoven with learning to

read and write. As James Britton describes, classroom writing and reading float on a sea of talk (1970, p. 29). Close, McClaren, and Stickley (2002) report that "...structured talk deepens and integrates learning, and leads learners to make new connections. The active engagement developed through partner interaction leads to longer periods of full focus and much more powerful learning.... Structured partner talk is one of the best tools for maintaining engagement, building accountability and for sustaining learning" (p. 2).

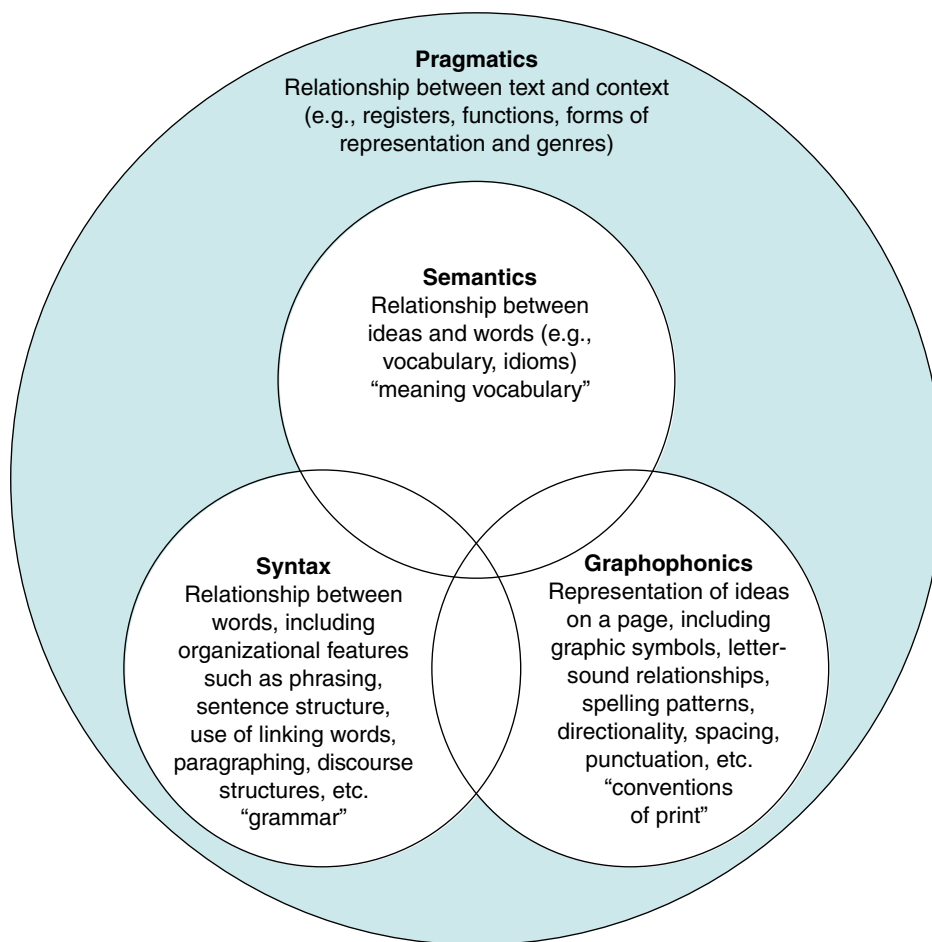
Oral language is both a means whereby students learn about reading and writing and a key goal of literacy instruction. This curriculum recognizes the importance of parents, teachers, and the entire school community working together to support students' oral language learning. Children should be encouraged to use oral language for a variety of purposes both at school and at home.

8. Increased Focus on Reading Comprehension and Fluency

The ability to read is a cornerstone for success in school and in life. It is important to develop capable readers who are knowledgeable about the reading process, who are able to successfully make meaning from text, who enjoy reading, and who regularly choose to read.

In reading, comprehension is a process that involves interaction between reader and text, as well as among readers. The following graphic illustrates the four cueing systems of written language (some educators exclude pragmatics and refer to "three" cueing systems) that readers use when reading for meaning. The systems are not independent of one another, and may be used consciously or automatically depending on the stage of development and needs of the reader. All the systems need to be taught with the goal in mind that reading is always about making meaning, and that each of these systems supports that goal.

Dimensions of Written Language: Cueing Systems



From BC Ministry of Education (2000), *The Primary Program: A Framework for Teaching*, Victoria: Author, p. 127.

Research indicates that effective readers use a variety of comprehension strategies before, during, and after reading to integrate their use of the four cueing systems and construct meaning from text. Some of these strategies are listed in the chart to the right.

Strategies that support comprehension

- Accessing prior knowledge to make connections with the text
- Predicting
- Asking questions before reading, during reading, and after reading
- Visualizing and creating images using the senses
- Drawing inferences before, during, and after reading
- Distinguishing important from less important ideas in the text
- Summarizing
- Synthesizing information within and across texts and reading experiences

Comprehension strategies are most effective when they are purposeful. One way to group strategies by their purpose is as follows:

- **connecting strategies** used **before** reading, such as accessing prior knowledge, asking questions about the text, and setting a goal for reading
- **processing strategies** used **during** reading, such as making new connections and revising former understandings through interaction with the text
- **transforming and personalizing strategies** used **after** reading, such as summarizing, synthesizing, evaluating, and applying new information so that it is retained for future use (Brownlie, Feniak, & Schnellert, 2006; Close, McClaren, & Stickley, 2002)

Students need strategy instruction in addition to being provided with many opportunities to read a wide range of texts across all subject areas and for a variety of purposes. The direct teaching of reading comprehension strategies over time enables readers to engage more actively with text, to monitor their comprehension, and to try alternative strategies when understanding breaks down. As students learn and practise comprehension strategies, they become more proficient at reading independently, and are able to read more and more complex texts.

Fluency is another aspect of reading that affects comprehension. Fluency serves as a bridge between word recognition and comprehension. Fluent readers can identify words accurately and with ease, enabling them to focus most of their attention on comprehension. Fluent readers are more able to make connections among ideas in a text and between texts, and their prior knowledge. In other words, they can recognize words and comprehend at the same time.

Fluency develops gradually over time and through extensive reading practice. The level of fluency varies with readers, depending on their familiarity with the words in a text and the content of the text. Even able adult readers struggle with reading texts containing highly technical vocabulary in subjects about which they have limited prior knowledge. It is important to remember that fluent readers read at the speed of their speech, so it naturally follows

that rates of fluency will vary from student to student.

Early readers put a great deal of energy into recognizing and pronouncing words (using the graphophonic cueing system), so their oral reading is rarely fluent. To become fluent, use of graphophonic cues must become automatic, allowing them to attend to the syntactic and semantic cues. However, even when older students learn to recognize many words with ease and can read grade-appropriate texts at a reasonable rate, their oral reading still may not sound fluent because they are not yet using pragmatic cues or thinking about their interaction with the author's intentions. For students to develop fluency, teachers must model fluency and provide opportunities for repeated oral reading and independent reading. Choral reading, reading in role, readers' theatre, paired reading, and buddy reading are some effective ways to help students develop fluency. Teacher feedback to students is also essential in developing their fluency (Osborn & Lehr, 2003, p. 10).

9. Valuing a Systematic Approach to Teaching Writing

"We believe that writing is learned in the act of writing with the support of a knowledgeable teacher" (Reid, Schultze, & Petersen, 2005, p. 8). From their first days in school, children learn to write in safe environments where teachers model writing, co-establish criteria for writing, sit alongside students to encourage and give feedback as they write, celebrate successes, and help students set goals for future writing development.

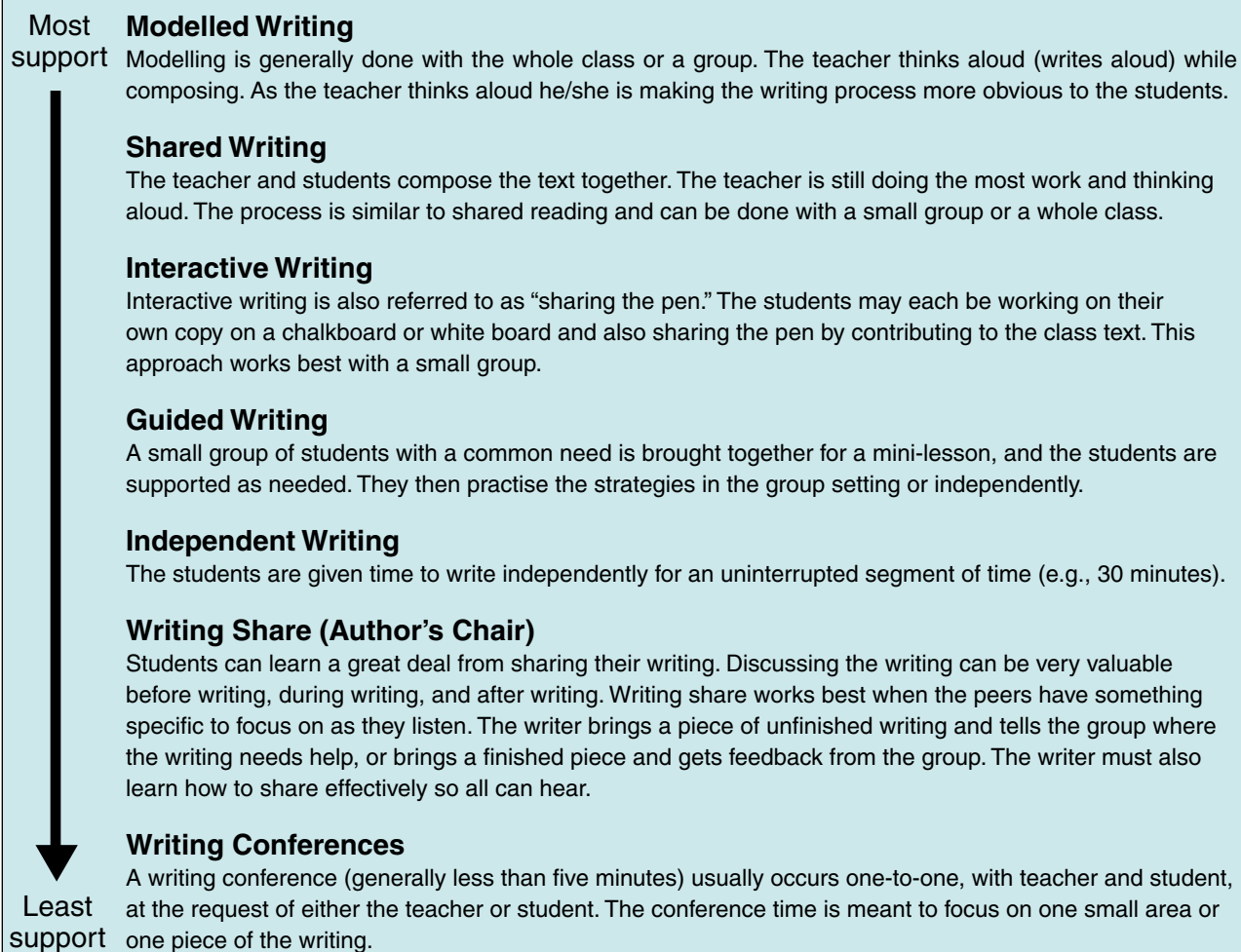
Learning to write with meaning involves a range of different strategies. Like reading strategies, these can be organized by their purposes:

- prewriting – generating ideas for getting started, often including building criteria and setting goals
- drafting – writing down ideas
- revising – meaning-based refining and polishing
- editing – grammar and style refining and polishing
- presenting and publishing – preparing a presentation or representation and sharing it with others

As students learn to use strategies for each of these purposes, the teacher scaffolds students' independence through the gradual release of support. One way to organize writing so that the teacher can introduce a range of writing strategies, and students can move toward independence at different rates, is called Writers' Workshop, a phrase coined by Donald Graves in the early 1980s. In Writers' Workshop, all students write for a significant block of time. The teacher uses focussed mini-lessons to introduce new strategies within students' Zone of Proximal Development. The teacher may also structure opportunities for guided practice in pairs, small groups, or with the entire

class. Students learn to support one another's writing development through interdependent activities such as peer editing and proofreading. One-to-one and small-group conferences allow the teacher to monitor students' levels of independence and provide intervention where needed.

In the early grades when students are learning to express meaning using writing and representing tools, teachers also scaffold writing development through a range of activities involving the gradual release of support. The diagram below shows the types of activities and degrees of teacher support involved in teaching early writing.



Adapted from Nelson *Language Arts Grades 1-2 Teacher's Resource Book* 1st edition by TREHEARNE. 2004. Reprinted with permission of Nelson, a division of Thomson Learning: www.thomsonrights.com. Fax 800 730-2215.

Modelling and explanation are important in writing, just as in reading, to help students understand

- what strong writing looks like (e.g., strategies used by good writers)
- how to assess their own and others' writing (e.g., teacher and students rewrite a weak piece of writing together and compare the two versions)
- how to improve their writing through both revision and editing

Throughout the developmental stages until students become independent writers, and continuing as they refine their skills, the use of an analytic writing system allows teachers and students to define for themselves the criteria for quality writing, and to

discuss how to use criteria as a guide to improve their writing. Using an analytic system involves teaching students the vocabulary they need when talking about different aspects of their writing, and discussing the criteria for quality in each aspect of a written piece. Educators can also organize their assessments around the descriptors used in an analytical framework. This makes feedback to students more meaningful, and helps to align assessment with instruction.

There are many such analytical frameworks, but two are used extensively in BC and are discussed here. These are the **BC Performance Standards for Writing**, and the **Traits of Writing**. These two analytic systems are compared in the chart below.

Correlation of the BC Performance Standards for Writing to the Traits of Writing

BC Performance Standards for Writing	Writing Traits
Meaning <ul style="list-style-type: none"> • ideas and information • use of detail 	Ideas <ul style="list-style-type: none"> • details • development • focus
Style <ul style="list-style-type: none"> • clarity, variety, and impact of language 	Word Choice <ul style="list-style-type: none"> • precise language and phrasing Sentence Fluency <ul style="list-style-type: none"> • correctness, rhythm, and cadence Voice <ul style="list-style-type: none"> • tone, style, purpose, and audience
Form <ul style="list-style-type: none"> • opening • organization and sequence • conclusion 	Organization <ul style="list-style-type: none"> • internal structure • order and logic • clear connections to a main idea • ending
Conventions <ul style="list-style-type: none"> • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns, agreement, verb tense) 	Conventions <ul style="list-style-type: none"> • mechanical correctness
	Presentation <ul style="list-style-type: none"> • the way the message appears

The **BC Performance Standards for Writing** are organized around three types of writing:

- personal, impromptu writing
- writing poems and stories
- writing to communicate ideas and information

Within each type of writing, different aspects of a piece of writing can be examined, using criteria found on the BC Performance Standards scales. To support students' development in each type of writing, teachers may use one of the Performance Standards scales to develop criteria for quality writing with students. They may show students how to use these criteria in the process of drafting, revising, and editing, perhaps by modelling with their own writing or an anonymous writing sample. Teachers also use the Performance Standards as an assessment tool when they evaluate students' writing. By creating a snapshot showing a student's level of development in each aspect of writing, the teacher can provide meaningful feedback to the student and plan for focussed instruction where needed.

The **Traits of Writing** is another systematic approach to writing throughout the grades. It also incorporates a useful assessment tool to reinforce effective writing instruction. Through analytic assessment teachers and students

- develop a shared understanding of what "good writing" looks like
- use a common vocabulary to describe qualities of writing
- practise assessing with consistency and accuracy

The Traits of Writing parallel the Gradual Release of Responsibility model of teaching that is a foundational principle of this curriculum. The teacher models each trait explicitly using picture books and/or short pieces of writing, after which the teacher creates opportunities for students to assess anonymous writing samples (see the "Glossary" for a definition of "anonymous writing samples") and then revise the samples. Teachers model their own writing and invite student input for revision on one trait at a time, thus making achievement manageable.

This systematic approach works most effectively when teachers

- teach students the language of the traits to speak and think like writers
- use picture books and/or short pieces of writing to explicitly model examples of the trait being taught
- provide anonymous writing samples for students to read, score, and discuss to help them develop a common standard of writing
- teach one trait of writing at a time
- provide opportunities for students to write short, focussed pieces
- revise for one trait at a time
- help students self-assess for the trait taught
- assess samples of student work after students have gained some experience with a trait
- write their own pieces and invite students to help revise for one trait
- link writing across the curriculum to the Traits of Writing to reinforce students' skills as writers and their understanding of the process

The relationship between student writing and grammar has been the subject of lengthy debate for decades. Teaching grammar outside of the students' writing experiences, such as using grammar worksheets, does not result in a transfer of skills or learning to the next writing experience. Grammar skills should be taught in the context of the writing experience, using students' and teachers' own writing.

10. Diversity

Today's classrooms are enriched by diverse groups of students. As teachers teach the curriculum, they aim to include all students, working toward common expectations with different amounts of support, different texts, different strategies, and a variety of class organizational patterns. One size does not fit all.

The literacy needs of students in any classroom are likely to be complex and varied. Some students will be able to read challenging texts with insight, while others will need assistance to develop fluency and comprehension. Some students will be comfortable

discussing ideas in small or large groups; at the same time, others will be learning the basic language of instruction and will need to develop confidence to express themselves orally and in writing.

To promote success for all learners, teachers must adapt their instruction to respond to the diverse literacy needs of their students, including those with special needs. Two critical elements in this kind of instruction are voice (opportunities for students to participate in decisions about their learning and to be engaged in a classroom community) and choice (options from which students can select). “Voice and choice are the foundation of classroom structures like Writers’ Workshop and Literature Circles” (Brownlie, Feniak, & Schnellert, 2006, p. 128). In both of these structures, students’ individual growth is maximized by offering qualitatively different instruction or assessment feedback, based on their needs, interests, and skills.

Another aspect of addressing diversity and supporting voice and choice is appropriate text selection. The curriculum requires students who meet expectations to be able to read and comprehend “grade-appropriate texts.” There is expected to be a range of grade-appropriate texts available to students at each grade level. Each school district in British Columbia will determine the range of texts appropriate for its students. Text appropriateness will vary, depending on students’ background knowledge of the content and of the text style.

In addition to reading, students are expected to work toward Prescribed Learning Outcomes in oral language, and in writing and representing. This can be accomplished through a variety of different learning experiences, and without demanding the same product from every student. Voice and choice in writing and speaking topics, and in genres and styles are other ways to differentiate instruction, address diverse students’ needs, and motivate their learning.

11. Formative Assessment and Student Self-Assessment to Support Learning

The primary purpose of assessment in English Language Arts is to improve students’ literacy skills. With this focus, teachers shift the emphasis from

assessment practices that are primarily useful for summarizing or reporting on student learning (assessment *of* learning) to assessment practices that are useful in guiding and informing instruction (assessment *for* learning) and assessment practices that involve students in self-assessment and setting goals for their own learning (assessment *as* learning). Assessment information used *for* and *as* learning is generally descriptive and performance-based. Teachers use the information to revise instructional priorities, and to help their students and themselves become reflective learners. The “Classroom Assessment Model” section of this document provides further information and specific examples developed by BC teachers to illustrate these kinds of formative assessment practices.

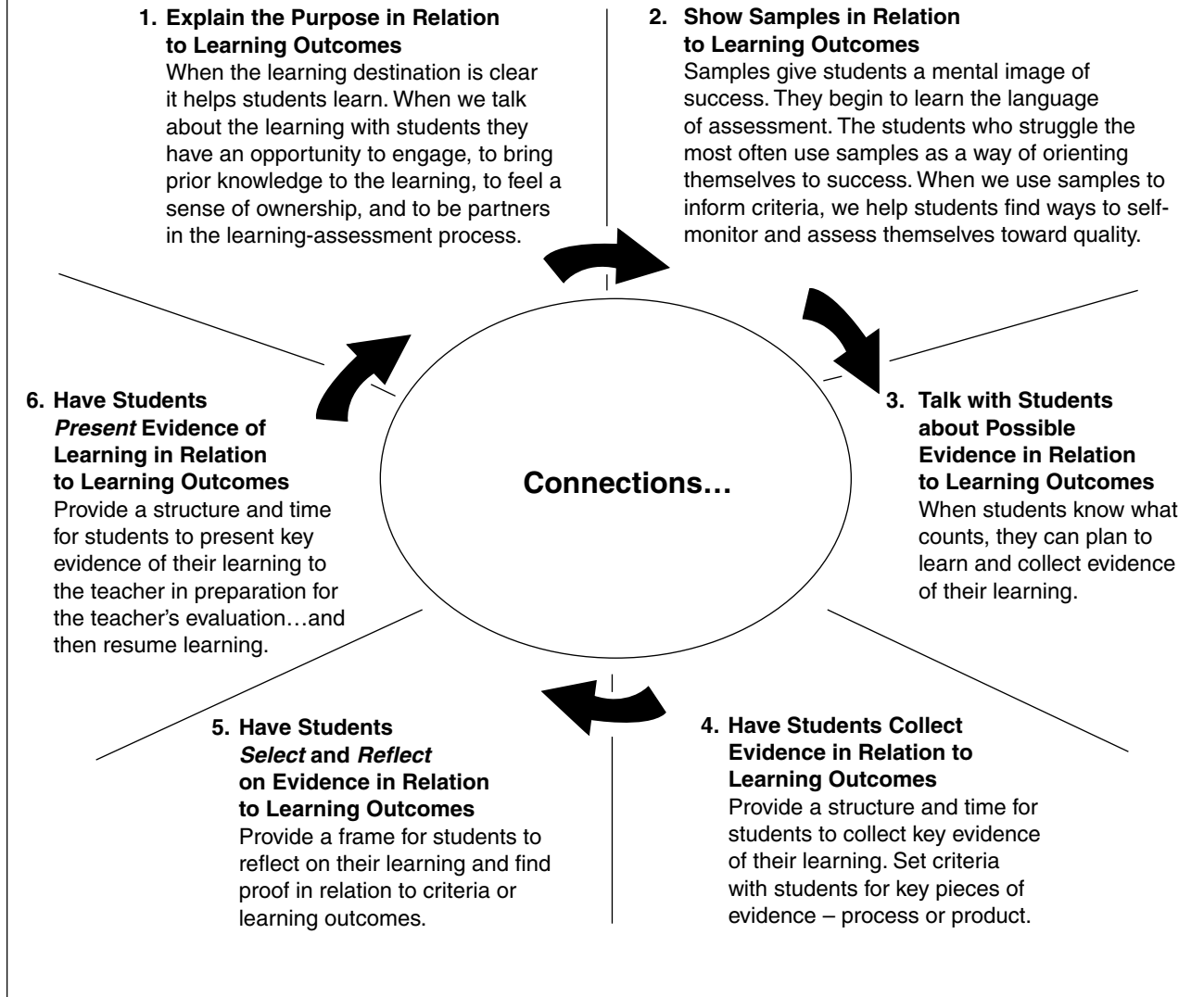
Assessment should provide students with multiple ways to demonstrate what they know and are able to do with many different types of text. The charts on the following two pages show how student-involved assessment can be used to guide instruction, and provide suggested assessment practices that will help close the achievement gap and support learning for all students.

Prepared assessment materials and structured procedures can be helpful to teachers in establishing common standards and criteria for assessment, provided that they are appropriate for the students and situation in which assessment will take place. Teachers using prepared assessment materials (Brownlie & Jeroski, 2006) frequently follow the assessment cycle outlined below:

- choose an assessment resource that will provide information that can be used in teaching
- analyse the student results
- use this information to choose a target skill or strategy, then plan for teaching using this information
- periodically reassess to see if teaching is making a difference
- when students are ready to move on, choose a new target area

In this cycle, the teacher’s personal knowledge of the students plays a large part in determining which target strategies will be compatible with their Zone of Proximal Development.

Beginning with the End in Mind with Students



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Closing the Achievement Gap: Six Essential Elements of Assessment

<p>1. Setting and Using Criteria</p> <p>When we set criteria with students, the learning becomes more explicit. Students can confirm, consolidate and integrate new knowledge. Setting criteria with students scaffolds future learning. It helps teach students what quality looks like.</p>	<p>2. Self-Assessment</p> <p>When students self-assess in relation to criteria, they have an opportunity to take stock of where they are in relation to where they need to be. Rita Shelton Deverell, a journalist speaking on a CBC program, said that an expert is someone who has a deep understanding of his or her own experience. Self-assessment gives students a chance to figure out what they know and what they need to learn next.</p>
<p>3. Feedback FOR Learning</p> <p>Feedback that supports learning describes strengths upon which further learning can build and areas that need to be improved. It gives learners the information they need to adjust so they can get better. When we assess during the learning and evaluate at the end of the learning, we give students time to practice and learn before judging the evidence.</p>	<p>4. Setting Goals</p> <p>Brain research is indicating that closing in on a goal triggers a part of the brain linked to motivation. Students involved in self-assessment and goal setting in relation to criteria learn more.</p>
<p>5. Collecting Evidence</p> <p>Collecting evidence of learning from a variety of sources over time looking for patterns and trends is one way to increase the reliability and validity of classroom assessment findings. As students learn, there are three sources of evidence: products, observations, and conversations. Students can organize their evidence - their proof of meeting the learning destination in many different ways.</p>	<p>6. Communicating Using Evidence of Learning</p> <p>The presence of others influences what we attend to. It forces us to step back and reflect, to think about and assess what we are doing. When the student presents the evidence, the teacher assists by helping the student in responding to questions, and the audience reviews and gives feedback. There is an opportunity for everyone to better understand the learning and to provide necessary support.</p>

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BC educators have developed several performance-based assessment approaches that engage teachers and students in assessment for and as learning. For example, the following assessments provide information for students and teachers on the three aspects of reading described in the Performance Standards – strategies, comprehension, and response and analysis:

- District Assessment of Reading Team (DART) developed by Brownlie, F. and a consortium of BC School Districts
- Quick Comprehension Assessment (QCA) developed by Jeroski, S. for Pearson Education Canada. (This is one component of a resource called *Reaching Readers and Writers!*)
- Reading Assessment District (RAD) developed for Pearson Education Canada. (This is a database of assessment resources.)
- *Reading and Responding* developed by Brownlie, F. and Jeroski, S. for Thomson Nelson Canada
- *SmartReading* developed by Close, S. and educators in the New Westminster School District
- Standard Reading Assessment, as described in Brownlie, F., Feniak, C., and Schnellert, L. (2006)
- Other locally developed performance-based assessment (e.g., ORCA – Oral Reading Comprehension Assessment, Greater Victoria School District)

Other reading assessment resources that provide information to match students with books and to work with individual students are

- PM Benchmarks, Thomson Nelson
- Developmental Reading Assessment, Pearson Education Canada

12. Alignment with the BC Performance Standards

The BC Performance Standards for Reading and the BC Performance Standards for Writing for Grades 1 to 10 were developed in 2000 using reading and writing samples from BC students. Teams of teachers assessed the samples and developed descriptive rubrics that provide a common language and framework to guide student assessment. Use of the Performance Standards by groups of teachers has resulted in collaborative professional networks of educators who refer to the Performance Standards to further their instruction and assessment.

This curriculum has been developed with the Performance Standards in mind. The Suggested Achievement Indicators are largely congruent with the descriptors in the Performance Standards.

RESEARCH

“Curriculum can be seen as a metaphor for a journey of learning and growth that is consciously developed” (Schubert, 1986, p. 6).

Children learn to read by a variety of methods and materials. No one approach is so distinctly better in all situations and respects than the others that it should be considered the one best method (Bond & Dykstra, as cited in Allington, 2006, p. 12).

The 2006 BC English Language Arts K to 7 curriculum was developed based on current research and best practice. Although the research may reflect a variety of perspectives and methodologies, it supports developmentally appropriate and effective language arts teaching and learning.

Prescribed Learning Outcomes

The IRA and NAEYC define developmentally appropriate goals and expectations as “challenging but achievable, with sufficient adult support” (NAEYC, 1998, p. 31).

The Prescribed Learning Outcomes are the legally required content standards for the provincial education system. They define what students are expected to know and be able to do by the end of each grade, and guide both assessment and instruction.

The Prescribed Learning Outcomes are valid; they accurately represent the tasks that credible research indicates children need to accomplish to be successful literacy learners. The English Language Arts K to 7 curriculum was developed based on the research work and position statements of the respected individuals and organizations listed in the “References.”

The Prescribed Learning Outcomes are listed by curriculum organizer and demonstrate high but

realistic and developmentally appropriate standards in line with those of other Canadian provinces/ jurisdictions. Although grouped into three organizers (oral language; reading and viewing; writing and representing), this curriculum is integrated and developed across organizers and, in fact, across all subject areas. It is important to note that learning should be viewed as seamless across grades and that the organizers and suborganizers do not suggest or imply a sequence of instruction or a linear approach.

Suggested Achievement Indicators

Suggested Achievement Indicators are statements that describe knowledge acquired, skills applied, or the specific level of attitudes demonstrated by students in relation to a corresponding Prescribed Learning Outcome. They describe evidence a teacher might look for to determine whether or not a student has met the intent of the learning outcome and where that student might be on the developmental continuum.

The Prescribed Learning Outcomes are mandated learning standards while the Suggested Achievement Indicators are provided to teachers as suggested

criteria of what that learning could look like. The means to achieve this learning is left to the discretion of the teacher. The curriculum defines the ‘what’ but acknowledges that there is no simple method or single combination of methods that will result in success for all learners. The design of the ‘how’ of the curriculum requires the professional judgment and expertise of the teacher.

Research on Developmentally Appropriate Curriculum

Literacy learning in the English Language Arts K to 7 curriculum is viewed as a continuous, developmental process. The ability to read and write (and literacy learning in general) is augmented with careful planning and instruction (Neuman, Copple, & Bredekamp, 2000). This curriculum helps teachers plan and instruct along a developmental continuum.

Many research articles and research-based books informed the development of the English Language Arts K to 7 curriculum. As well, the following four research papers had a significant impact on the direction of the curriculum.

1. The position statement of the National Association for the Education of Young Children (NAEYC) (1996) describes the following principles of child development and learning that inform developmentally appropriate practice.

- | | |
|---|---|
| <ul style="list-style-type: none"> a) Domains of children’s development – physical, social, emotional and cognitive – are closely related. Development in one domain influences and is influenced by development in other domains. b) Development occurs in a relatively orderly sequence, with later abilities, skills and knowledge building on those already acquired. c) Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning. d) Early experiences have both cumulative and delayed effects on individual children’s development; optimal periods exist for certain types of development and learning. e) Development proceeds in predictable directions toward greater complexity, organization and internalization. f) Development and learning occur in and are influenced by multiple social and cultural contexts. g) Children are active learners, drawing on direct physical and social experiences as well as | <ul style="list-style-type: none"> culturally transmitted knowledge to construct their own understandings of the world around them. h) Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in. i) Play is an important vehicle for children’s social, emotional and cognitive development, as well as a reflection of their development. j) Development advances when children have the opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery. k) Children demonstrate different modes of knowing and learning and different ways of representing what they know. l) Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure. <p>(NAEYC, 1996, www.naeyc.org/about/positions/dap3.asp)</p> |
|---|---|

2. The position statement of the NAEYC (1996) provides the following guidelines for constructing an appropriate curriculum:

- a) Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, linguistic, aesthetic, and cognitive.
 - b) Curriculum includes a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children.
 - c) Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.
 - d) Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development; focusing on one subject is also a valid strategy at times.
 - e) Curriculum promotes the development of knowledge and understanding, processes and skills, as well as the dispositions to use and apply skills and to go on learning.
 - f) Curriculum content has intellectual integrity, reflecting the key concepts and tools of inquiry of recognized disciplines in ways that are accessible and achievable for young children, ages 3 through 8. Children directly participate in study of the disciplines, for instance, by conducting scientific experiments, writing, performing, solving mathematical problems, collecting and analyzing data, collecting oral history, and performing other roles of experts in the disciplines.
 - g) Curriculum provides opportunities to support children's home culture and language while also developing all children's abilities to participate in the shared culture of the program and the community.
 - h) Curriculum goals are realistic and attainable for most children in the designated age range for which they are designed.
 - i) When used, technology is physically and philosophically integrated in the classroom curriculum and teaching.
- (NAEYC, 1996, www.naeyc.org/about/positions/dap4.asp)

3. Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A Joint Position Statement of the International Reading Association (IRA) and the NAEYC (1998).

Making the case for a research-based approach in language and literacy, this joint position statement focuses on children as active constructors of meaning. It argues that adults play a critical role in children's literacy development – engaging their interest, creating challenging but achievable goals and expectations, and supporting their learning. Among key points, the statement emphasizes:

- Young children need to engage in learning about literacy through meaningful experiences.
- Reading and writing should be viewed as a continuum; children do not progress along the developmental continuum in a rigid sequence.
- Given the individual differences among children, teachers should come to understand the difference between normal variation in developing literacy skills and extraordinary variation (for example, when intervention is necessary).
- Teachers need to regularly and systematically use multiple indicators to assess and monitor children's progress in reading and writing.

The research-based position statement stresses that for children to become skilled readers (and writers), they need to develop a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages conveyed through print.

At the same time, it recognizes that children also must develop code-related skill: an understanding that spoken words are composed of smaller elements of speech (phonological awareness), the idea that letters represent these sounds (the alphabetic principle), and the knowledge that there are systematic correspondences between sounds and spellings.

But to attain a high level of skill, young children need many opportunities to develop oral language, reading and writing interactively, not in isolation. Meaning, not sounds or letters, drives children's earliest experiences with print. Therefore, the position statement points out, although specific skills like alphabet knowledge are important to literacy development, children must acquire these skills in co-ordination and interaction with meaningful experiences.

The position statement ends with a developmental continuum that is defined grade by grade, preschool to third grade. "The grade connected markers or goals communicate to teachers that there is such a thing as a developmentally appropriate goal while emphasizing the importance of seeing children as individuals within the continuum" (Neuman, Copple, & Bredekamp, 2000, p. 2).

(NAEYC, 1998, www.naeyc.org/about/positions/pdf/PSREAD98.PDF)

4. Key Elements in successful programs for improving literacy achievement in middle and high schools (Biancarosa & Snow, 2004, pp. 16-21).

According to a recently released report on middle and high school literacy prepared for the Carnegie Corporation of New York, 15 key elements were identified in successful programs for improving adolescent literacy achievement in middle and high schools:

- 1. Direct, explicit comprehension instruction.** Teachers should teach comprehension approaches explicitly by explaining to students how and when to use them. Teachers should also explain why they are teaching particular strategies and have students employ them in multiple contexts with texts from a variety of genres and subject areas.
- 2. Effective instructional principles embedded in subject content.** Language arts teachers need to expand their instruction to include approaches and texts that will facilitate not only comprehension but also learning from texts across subject areas. Teachers of other subject areas should reinforce the reading and writing strategies that are most effective for their subject.
- 3. Motivation and self-directed learning.** Building students' choice into instruction helps keep students engaged.
- 4. Text-based collaborative learning.** When students work in small groups they should interact with each other around a text or texts.
- Learning is decentralized in small groups because the meaning drawn from a text is negotiated through a group process.
- 5. Strategic tutoring.** Students who struggle with fluency and decoding and students needing short-term focused help benefit the most from individual tutoring where they learn "how to learn."
- 6. Diverse texts.** Students need access to different texts that present a wide range of topics at a variety of reading levels.
- 7. Intensive writing.** Students need time to improve their writing skills; this also helps improve their reading comprehension.
- 8. A technology component.** Technology should be used both as an instructional tool and an instructional topic.
- 9. Ongoing formative assessment of students.** The best instructional improvements are informed by an ongoing assessment of students' strengths and needs.
- 10. Extended time for literacy**
- 11. Professional development**
- 12. Ongoing summative assessment of students and programs**
- 13. Teacher teams**
- 14. Leadership**
- 15. A comprehensive and coordinated literacy program**

Integrating Research into Practice Through the Curriculum

The English Language Arts K to 7 curriculum reflects current research in literacy instruction. Successful literacy programs include the following 10 essential characteristics:

1. Literacy learning in Kindergarten is critical to later success.
2. A comprehensive and co-ordinated literacy program is crucial.
3. Professional learning communities support a comprehensive and co-ordinated literacy program.
4. An extended and uninterrupted block of time for literacy learning is essential.
5. Literacy experiences must strongly support student engagement.
6. Ongoing assessments are used to drive instruction and support learning.
7. Focussed teaching is essential.
8. A resource-rich environment makes a big difference.
9. Struggling and/or reluctant literacy learners benefit from research-based interventions.
10. Successful family-school partnerships improve student literacy learning.

1. Literacy learning in Kindergarten is critical to later success.

“Research consistently points to the importance of ensuring that children enter first grade with the attitudes and knowledge about literacy that will enable them to succeed in learning to read” (Snow, Burns, & Griffin, 1998, p. 194).

“Enhancing children’s letter knowledge and phonological awareness skills should be a priority goal in the kindergarten classroom” (Snow, Burns, & Griffin, 1998, p. 188).

“There is accumulated evidence that instructing children in phonemic awareness activities in kindergarten (and first grade) enhances reading achievement. Although a large number of children will acquire phonemic awareness skills as they learn to read, an estimated 20% will not without additional training” (NAEYC, 1998, p. 6).

Oral language is the foundation on which literacy is built. Throughout their elementary years, students’ oral language abilities are interwoven with learning to read and write. In fact, work reported by Dickinson and Tabors (2001) indicates that children’s Kindergarten vocabulary levels impact their ability to decode and are highly predictive of their later reading comprehension to Grade 7.

In addition to the importance of oral language in Kindergarten, research also emphasizes two additional goals:

“The first is to ensure that students leave kindergarten familiar with the structural elements and organization for print. By the end of kindergarten, children should be familiar with the forms and format of books and other print resources and be able to recognize and write most of the alphabet; they should also have some basic phonemic awareness; that is, the understanding of the segmentability of spoken words into smaller units. The second major goal of kindergarten is to establish perspectives and attitudes on which learning about and from print depend;

it includes motivating children to be literate and making them feel like successful learners” (Snow, Burns, & Griffin, 1998, p. 179).

2. A comprehensive and co-ordinated literacy program is crucial.

The ability to read and write does not develop naturally without careful planning and instruction (NAEYC, 1998, p. 3).

Students spend most of their language arts block actively engaged in activities that support authentic reading, writing and discussion. “There is wide agreement among literacy researchers that students who read more become more proficient in reading fluency and comprehension as well as general vocabulary and cognitive development (Worthy, 2002, p. 568, citing Stanovitch, 1986).

“...many excellent third grade readers will falter or fail in later grade academic tasks if the teaching of reading is neglected in the middle and secondary grades” (Biancarosa & Snow, 2004, p. 1).

All teachers, at all grades, teaching all subjects, are teachers of literacy. Teachers do not just teach content knowledge but also ways of reading and writing specific to that subject area. Effective literacy programs see all teachers across subject and grade levels co-ordinating their instruction to reinforce important strategies and concepts.

Students use reading, writing, and talking to learn content and continue to learn how to read, write, and converse. They also become more thoughtful; they learn to think more critically.

Media literacy and critical literacy must be strongly linked. Students must be supported in developing both expressive and receptive language skills using media such as film, television, and the Internet. Although it is not explicitly stated in the curriculum (because of the expanded definition of text), teachers are encouraged to use film, television, and the

Internet as sources of learning to address the Prescribed Learning Outcomes.

Students must see reading and writing as purposeful and reciprocal processes and must see themselves as successful literacy learners across all subject areas. Students develop these skills, strategies, and dispositions toward literacy learning from working with knowledgeable teachers, parents, and peers.

3. Professional learning communities support a comprehensive and co-ordinated literacy program.

“Teacher teams that meet regularly allow teachers to plan for consistency in instruction across subject areas, which is an important step toward a comprehensive and coordinated literacy program” (Biancarosa & Snow, 2004, p. 21).

When teachers have the opportunity to work together to reflect on and about their practice, to co-plan, and to discuss student work in terms of standards, enhanced student learning follows. Effective professional learning communities engage in the following activities:

- reflection/dialogue on practice
- implementation of new teaching strategies
- use of relevant data to inform deliberations
- sustained focus on a topic of study
- participant control over group procedures and content, ensuring that all viewpoints are valued
- time for teachers to study together

(Taylor & Richardson, 2001, p. 3)

In intermediate grades where students are taught by a variety of teachers, co-ordinating literacy instruction across content areas is essential to strengthen and support learning. Furthermore, communication between teachers results in a holistic view of students’ learning.

4. An extended and uninterrupted block of time for literacy learning is essential.

“A good first principle in organizing a school more efficiently is to provide every classroom with at least two and one-half hours of uninterrupted time...” (Allington, 2006, p. 50).

Teachers who allocate more time to reading and language arts are the teachers whose students show the greatest gains in literacy development (Allington & Cunningham, 1996, p. 106).

Long blocks of uninterrupted time are most beneficial for literacy success. Often these blocks of time are used for curriculum integration. The integration fosters student motivation and engagement and adds a coherence to the instructional day (Allington & Johnson, 2001, p. 161).

Reading deeply and writing thoughtfully take time. The long blocks of time also support the work of exemplary teachers who make greater use of longer assignments allowing students to delve deeply. In such classrooms, research indicates that students read whole books, completed individual and small-group research projects, and worked on tasks that integrated several content areas (e.g., reading, writing, and social studies) (Allington, 2002).

Whether in small groups (e.g., guided reading, book clubs, literature circles), large groups, or individually, students should spend most of their time in activities that support authentic reading and writing, the writing often in response to the reading. “In many exemplary classrooms, children are reading and writing for half the day!” (Allington, 2006, p. 184).

5. Literacy experiences must strongly support student engagement.

“The amount of time students are truly engaged in learning is the most potent predictor of literacy learning” (Allington & Cunningham, 1996, p. 118).

Students will be more engaged when “provided time for active, creative responses to texts using discussion and multiple modes of response (writing, sketching, dramatizing, singing, projects, and so on) to promote critical analysis and creation of a range of new literacies” (McLaughlin & DeVogd, 2004, p. 37).

“One of the best ways to increase student thinking is to make sure you have a curriculum that provides kids with things worth thinking about and a curriculum that offers kids enough depth that they can actually think” (Allington, as cited in Preller, 2001, p. 1).

Several factors determine engagement. These include

- effective classroom management (including routines and classroom organization)
- a positive sense of community
- motivating and doable classroom experiences
- task difficulty and task interest
- engaging the emotions of students
- students involved in setting their own learning goals and determining how to reach those goals
- multiple ways of demonstrating understanding

Students become and remain more engaged when they are provided with meaningful and relevant, while challenging but achievable literacy experiences.

6. Ongoing assessments are used to drive instruction and support learning.

“The best judges of students’ literacy development are classroom teachers who observe them engaged in literacy tasks day after day” (Johnston, as cited in Worthy, Broaddus, & Ivey, 2001, p. 22).

“Good assessment always begins with a vision of success” (Stiggins in Spandel, 2001, p. 1).

Teachers use a combination of assessments, including observations of naturally occurring classroom events along with specifically devised assessment tools (McGee & Richgels, 2003, p. 33).

The more authentic the performance task, the more readily students see a reason for their learning (McTighe & O’Connor, 2005, p. 17).

“Good formative assessment can have positive effects on student learning and achievement particularly when the assessments are linked to clear criteria” (Biancarosa, 2005, p. 21).

Daily formative assessments, often informal, are used to identify student progress, to determine the next goal for student learning, to plan interventions, to identify the need for alternative resources or techniques, and to encourage students to reflect on their learning.

The line between assessment and instruction is often seamless as teachers use daily classroom interactions and assignments as the basis for making judgments and providing feedback to students, often based on co-created criteria. Feedback improves learning when it gives each student specific guidance on both strengths and weaknesses.

Teachers also need to consider the following points:

- Students should use metacognitive strategies for self-assessment and to think about their learning.
- Students building and setting criteria supports self- and peer assessment.
- Summative assessments measure students' overall progress toward Prescribed Learning Outcomes.

7. Focussed teaching is essential.

"All children need instruction, but some children need incredible amounts of close, personal instruction and repeated demonstrations of how readers and writers go about reading and writing" (Allington, 1994, p. 23).

"Students need more structured modeling, demonstrating, and coaching and less assigning" (Allington & Cunningham, 1996, p. 45).

Students benefit from direct explicit instruction especially in the area of comprehension (Biancarosa & Snow, 2004).

"Attention therefore should be given not only to increasing the amount of writing instruction students receive and the amount of writing they do, but also to increasing the quality of the writing instruction and assignments" (Biancarosa & Snow, 2004, p. 19).

"The talk is respectful, supportive, and productive. The teachers not only model the kinds of conversations that they expect, but creating these conversational communities becomes a focus throughout the year" (E. Close, 2001, p. 1).

Teaching has a clear focus, is matched to the learning needs of each student and moves the student toward more independence. Using the Gradual Release of Responsibility model (Pearson & Gallagher, 1983), students move from a high level of teacher support with the

teacher modelling, demonstrating, and explaining strategies, to student-guided practice, and then to independent practice.

Developmentally appropriate teaching involves work with whole class strategic instruction, small flexible groups based on student needs and interests, and individual application.

Proficient reading in third grade and above is sustained and enhanced by teachers who provide deep and wide opportunities to read, introduce and teach different kinds of texts, and support students' reasoning about text. In addition, teachers need to focus their instruction on students' acquisition of new knowledge and vocabulary, particularly through wide reading, but also through explicit attention to acquiring networks of new concepts through instruction (adapted from CIERA, 1998, p. 1).

Explicit writing instruction is crucial at all grades. Through writing mini-lessons, students learn the craft of writing as they read, listen, discuss, and write, often in response to good literature.

8. A resource-rich environment makes a big difference.

"...student choice and control in reading materials and activities foster both reading enjoyment and engagement" (Worthy, Broadus, & Ivey, 2001, p. 58).

"This multi-sourced instruction allows students to work in materials of appropriate complexity and supports a high level of engagement, a sense of ownership, and a personalization of instruction" (E. Close, 2001, p. 2).

A print-rich environment is crucial. Books, magazines, and newspapers should be abundant. All students, reading at all different reading levels, need to be able to access interesting works of many different genres that tie in with cross-curricular studies and interests – texts they can read and want to read.

Students in classrooms with library centres read about 50 percent more than other students without such centres (Allington & Cunningham, 1996, p. 97). In fact, Allington (2006, p. 71) found that the most successful teachers had about 1500 books in their classrooms. Allington (2006, p. 70) recommends at least 500 different books in every classroom with those split evenly between narratives and informational books and about equally between books that are on or near grade-level difficulty and books that are below grade-level.

Information technology and multimedia resources provide new ways to access information and new forms of learning.

9. Struggling and/or reluctant literacy learners benefit from research-based interventions.

“At-risk and delayed readers have the best chance for success if classroom instruction and remedial instruction are not only of high quality but are also congruent” (Gaskins, 1998, p. 537).

Only 10% of struggling readers in the upper elementary grades struggle with decoding... while many more struggle with comprehension (Biancarosa & Snow, 2004, p. 3).

“Key elements of research-based interventions include: improving classroom instruction; enhancing access to intensive, expert instruction; expanding available instructional time; and availability of support for older struggling readers” (Allington, 2006, p. 141).

Successful intervention complements high-quality classroom instruction; it does not replace it. This is true for struggling readers of all ages.

Many struggling readers in upper elementary grades have minimal or low-level comprehension but are excellent decoders. A much smaller number struggle with decoding, which ultimately affects reading comprehension as well. Still others can read very well but choose not to do so. Although they are described as aliterate, they too are struggling readers.

Unfortunately, research indicates that there are no quick fixes. Some students will take more time and more instruction. The goal for all readers is making meaning. Support and intervention work toward this goal.

10. Successful family-school partnerships improve student literacy learning.

Family involvement improves student achievement, attitudes towards learning and self-esteem (International Reading Association, 2002).

Research indicates that parent-school links in the area of literacy learning are key determinants of student success and this is true regardless of the family’s educational background or social status. “It is that connection between home and school, between knowledgeable teachers and willing parents, that can make all the difference in children’s literacy learning” (Rasinski, 1995, p. 5).

Summary

Effective teachers make instructional decisions based on their knowledge of literacy learning (based on sound research), clearly defined developmentally appropriate learning outcomes, and their knowledge of individual student’s strengths and needs. High standards, rich, meaningful, and engaging content, developmentally appropriate teaching practices, and assessment that drives instruction work together to scaffold successful language arts learning.

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PRESCRIBED LEARNING OUTCOMES

English Language Arts Grade 3

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

UNDERSTANDING THE PREScribed LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for English Language Arts K to 7 are presented by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

This document contains the Prescribed Learning Outcomes for Grade 3. Also included for reference are the Prescribed Learning Outcomes for Grade 2 and Grade 4.

Wording of the Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “**e.g.**” (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in parentheses, the list of items introduced by “e.g.” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding, and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.



PRESCRIBED LEARNING OUTCOMES

By Grade

GRADE 2

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

- A1 use speaking and listening to interact with others for the purposes of
 - contributing to a class goal
 - exchanging ideas on a topic
 - making connections
 - completing tasks
 - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
 - staying on topic in a focussed discussion
 - recounting experiences in a logical sequence
 - retelling stories, including characters, setting, and plot
 - reporting on a topic with a few supporting facts and details
 - sharing connections made
- A3 listen attentively for a variety of purposes and demonstrate comprehension, by
 - retelling or paraphrasing information shared orally
 - following three- and four-step instructions
 - asking for clarification and explanation
 - sharing connections made

Strategies (Oral Language)

- A4 use **strategies** when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener
- A5 use **strategies** when expressing and presenting ideas, information, and feelings, including
 - accessing prior knowledge
 - organizing thinking by following a framework or rehearsing
 - clarifying and confirming meaning
 - predicting what the audience needs to know for understanding
 - adjusting volume and tone to the needs of the audience
- A6 use **strategies** when listening to make and clarify meaning, including
 - making a prediction
 - focussing on the speaker
 - asking questions
 - recalling main ideas

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., listening to the telling of a story from an oral tradition, listening to information **text** from science or social studies)
- A9 use speaking and listening to develop thinking, by
 - acquiring new ideas
 - making connections
 - inquiring
 - comparing and contrasting
 - summarizing
- A10 reflect on and assess their speaking and listening, by
 - referring to class-generated criteria
 - setting a goal for improvement
 - making a simple plan to work on their goal

Features (Oral Language)

- A11 use the **features** of oral language to convey and derive meaning, including
 - **text structure**
 - grammar and usage
 - enunciation
 - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
 - word families
 - root words
 - rhyme
 - structural sequencing cues

READING AND VIEWING

Purposes (Reading and Viewing)

- B1 read **fluently** and demonstrate comprehension of **grade-appropriate** literary **texts** (e.g., stories, legends, poems)
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**
- B3 read and reread **just-right texts** independently for 15 to 20 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., signs, illustrations, diagrams)

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

- B5 use **strategies** before reading and viewing, including
- accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - setting a purpose
- B6 use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
 - visualizing
 - figuring out unknown words
 - self-monitoring and self-correcting
 - retelling and beginning to summarize
- B7 use **strategies** after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
 - discussing with others
 - retelling and beginning to summarize
 - sketching
 - writing a response

Thinking (Reading and Viewing)

- B8 respond to selections they read or view, by
- expressing an opinion supported with reasons
 - making **text-to-self**, **text-to-text**, and **text-to-world** connections
- B9 read and view to expand knowledge, by
- predicting and connecting
 - comparing and inferring
 - inquiring and generalizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
 - setting a goal for improvement
 - making a simple plan to work on their goal

Features (Reading and Viewing)

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **concepts about print** and **concepts about books**
 - elements of stories (e.g., character, setting, problem, solution)
 - ‘**text features**’
 - the vocabulary associated with **texts** (e.g., pictures, headings, table of contents, key facts)
- B12 use knowledge of word patterns, word families, and letter-sound relationships to **decode** unknown words and recognize an increasing number of **high-frequency words**

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

WRITING AND REPRESENTING

Purposes (Writing and Representing)

- C1 create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring
 - **ideas** developed through the use of relevant details that connect to a topic
 - **sentence fluency** using some variety in sentence length and pattern
 - developing **word choice** by using some varied and descriptive language
 - developing **voice** by showing some evidence of individuality
 - a logical **organization**
- C2 create **informational writing** and representations about non-complex topics and procedures, featuring
 - **ideas** beginning to be developed through the use of relevant details
 - **sentence fluency** using some variety of sentence length and an emerging variety in pattern
 - developing **word choice** by using some content-specific vocabulary and details
 - developing **voice** by showing how they think and feel about a topic
 - an **organization** that includes a beginning that signals a topic and ideas that are generally logically sequenced
- C3 create **imaginative writing** and representations, sometimes based on models they have read, heard, or viewed, featuring
 - **ideas** developed through the use of details that enhance the topic or **mood**
 - **sentence fluency** using sentence variety, dialogue, phrases, and poetic language
 - developing **word choice** by using some varied descriptive and sensory language
 - developing **voice** by showing some evidence of individuality
 - an **organization** that includes a well-developed beginning and logically ordered, imaginative ideas or details

Strategies (Writing and Representing)

- C4 use **strategies** before writing and representing, including
 - setting a purpose
 - identifying an audience
 - participating in developing class-generated criteria
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C5 use **strategies** during writing and representing to express thoughts, including
 - referring to class-generated criteria
 - referring to word banks
 - examining models of literature/visuals
 - **revising** and **editing**
- C6 use **strategies** after writing and representing to improve their work, including
 - checking their work against established criteria
 - **revising** to enhance a writing trait (e.g., **ideas, sentence fluency, word choice, voice, organization**)
 - **editing** for **conventions** (e.g., capitals, punctuation, spelling)

GRADE 2, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Writing and Representing)

- C7 use writing and representing to express personal responses and opinions about experiences or **texts**
- C8 use writing and representing to extend thinking by presenting new understandings in a variety of **forms** (e.g., comic strip, poem, skit, **graphic organizer**)
- C9 reflect on and assess their writing and representing, by
 - referring to class-generated criteria
 - setting a goal for improvement
 - making a simple plan to work on their goal

Features (Writing and Representing)

- C10 use some **features** and **conventions** of language to express meaning in their writing and representing, including
 - complete **simple sentences**, and begin to use **compound sentences**
 - some paragraph divisions
 - generally correct noun-pronoun and subject-verb agreement
 - past and present tenses
 - capital letters at the beginning of proper nouns and sentences
 - periods, question marks, or exclamation marks at the end of sentences
 - commas to separate items in a series
 - words from their oral vocabulary, personal word list, and class lists
 - spelling words of more than one syllable, **high-frequency** irregular words, and regular plurals by applying **phonic knowledge** and skills and visual memory
 - attempting to spell unfamiliar words by applying **phonic knowledge** and skills and visual memory
 - conventional Canadian spelling of common words
 - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words

GRADE 3

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

- A1 use speaking and listening to interact with others for the purposes of
 - contributing to a class goal
 - sharing ideas and opinions
 - making connections
 - solving problems
 - completing tasks
- A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by
 - staying on topic in a focussed discussion
 - recounting experiences in a logical sequence
 - presenting a central idea with supporting details
 - using specific and descriptive vocabulary
 - sharing connections made
- A3 listen purposefully to understand ideas and information, by
 - identifying the main ideas and supporting details
 - generating questions
 - visualizing and sharing

Strategies (Oral Language)

- A4 use a variety of **strategies** when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener
- A5 use a variety of **strategies** when expressing and presenting ideas, information, and feelings, including
 - setting a purpose
 - accessing prior knowledge
 - generating ideas
 - making and sharing connections
 - asking questions to clarify and confirm meaning
 - organizing information
 - practising delivery
 - self-monitoring and self-correcting in response to feedback
- A6 use a variety of **strategies** when listening to make and clarify meaning, including
 - accessing prior knowledge
 - making predictions about content before listening
 - focussing on speaker
 - listening for specifics
 - asking questions
 - recalling and summarizing
 - visualizing
 - monitoring comprehension

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., creative responses to **text**)
- A9 use speaking and listening to extend thinking, by
 - acquiring new ideas
 - making connections
 - inquiring
 - comparing and contrasting
 - summarizing
- A10 reflect on and assess their speaking and listening, by
 - referring to class-generated criteria
 - reflecting on and discussing peer and adult feedback
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Features (Oral Language)

- A11 use the **features** of oral language to convey and derive meaning, including
 - **text structure**
 - sentence lengths and types
 - transitions
 - **syntax** (i.e., grammar and usage)
 - enunciation
 - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
 - word families
 - root words
 - **sound devices**, such as rhyme, repetition, and **alliteration**
 - structural sequencing cues
 - **idiomatic expressions**

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

Purposes (Reading and Viewing)

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, such as
 - stories from various Aboriginal and other cultures
 - stories from a variety of **genres** (e.g., folktales, legends, adventure, humour, biographies, mysteries)
 - series and chapter books
 - picture books
 - poems
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, such as
 - non-fiction books
 - textbooks and other instructional materials
 - materials that contain simple diagrams, charts, or maps
 - reports and articles from children’s magazines
 - reference materials
 - web sites designed for children
 - instructions and procedures
- B3 read and reread **just-right texts** independently for 20 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters)

Strategies (Reading and Viewing)

- B5 use a variety of **strategies** before reading and viewing, including
 - accessing prior knowledge to make connections
 - setting a purpose
 - making predictions
 - asking questions
 - previewing **texts**
- B6 use a variety of **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting
 - making connections
 - visualizing
 - asking and answering questions
 - using ‘**text features**’
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - summarizing
- B7 use a variety of **strategies** after reading and viewing to confirm and extend meaning, including
 - self-monitoring and self-correcting
 - generating and responding to questions
 - generating a response
 - visualizing
 - retelling and summarizing
 - using ‘**text features**’ to locate information
 - using **graphic organizers** to record information

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Reading and Viewing)

- B8 respond to selections they read or view, by
- expressing an opinion with some supporting evidence
 - making **text-to-self**, **text-to-text**, and **text-to-world** connections
 - giving reasons for choosing to read or view particular **texts**
- B9 read and view to extend thinking, by
- predicting
 - developing connections and explanations
 - distinguishing between fact and fiction
 - drawing conclusions
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Features (Reading and Viewing)

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
 - **literary elements** (e.g., plot, **conflict**, **theme**, character, setting)
 - **literary devices** (e.g., **imagery**, **simile**, rhyme, rhythm, **alliteration**)
 - ‘**text features**’ (e.g., headings, diagrams, columns, sidebars)

WRITING AND REPRESENTING

Purposes (Writing and Representing)

- C1 create a variety of clear **personal writing** and representations that express connections to personal experiences, ideas, and opinions, featuring
- **ideas** supported by related details
 - **sentence fluency** using a variety of sentence lengths and patterns
 - experimentation with **word choice** by using new and different words
 - an emerging **voice** demonstrating a developing writing **style**
 - an **organization** that is meaningful and logical
- C2 create a variety of clear, easy-to-follow **informational writing** and representations, featuring
- **ideas** that are adequately developed through relevant details and explanations
 - **sentence fluency** through a variety of correctly constructed sentences
 - **word choice** by using some new and precise words including content-specific vocabulary
 - a **voice** that demonstrates interest in and knowledge of the topic
 - an **organization** that includes an introduction, and logically connected and sequenced details
- C3 create a variety of **imaginative writing** and representations following patterns modelled from literature, featuring
- **ideas** developed through interesting **sensory detail**
 - **sentence fluency** developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural
 - experimentation with **word choice** by using new, unusual words and varied descriptive and sensory language
 - an emerging **voice** demonstrating a developing writing **style**
 - an **organization** that develops logically from an engaging opening through to a satisfying ending

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

- C4 use a variety of **strategies** before writing and representing, including
- setting a purpose
 - identifying an audience
 - participating in developing class-generated criteria
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C5 use a variety of **strategies** during writing and representing to express thoughts, including
- referring to class-generated criteria
 - referring to word banks
 - examining models of literature/visuals
 - using information from multiple sources
 - consulting reference materials
 - **revising** and **editing**
- C6 use a variety of **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
 - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
 - **editing** for **conventions** (e.g., capitals, punctuation, spelling)

Thinking (Writing and Representing)

- C7 use writing and representing to express personal responses and opinions about experiences and **texts**
- C8 use writing and representing to extend thinking, by
- developing explanations
 - expressing an alternative viewpoint
 - demonstrating new understandings
- C9 reflect on and assess their writing and representing, by
- referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

GRADE 3, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Writing and Representing)

- C10 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple** and **compound sentences**
 - various sentence types (e.g., **declarative, interrogative, imperative, exclamatory**)
 - paragraphs, with some accuracy
 - correct subject-verb agreement
 - past and present tenses
 - noun and pronoun agreement
 - capitalization in titles of books and stories
 - punctuation at the end of sentences
 - apostrophes to form common contractions and to show possession
 - commas in a series, dates, addresses, and locations
 - new words from their oral language and reading experiences
 - spelling phonically regular, three-syllable words, by applying **phonic knowledge** and skills and visual memory
 - conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
 - **strategies** for correctly spelling frequently misspelled words
 - legible print, and begin to show proper alignment, shape, and slant of cursive writing
 - spacing words and sentences consistently on a line and page

GRADE 4

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

- A1 use speaking and listening to interact with others for the purposes of
 - contributing to a class goal
 - sharing ideas and opinions
 - improving and deepening comprehension
 - solving problems
 - completing tasks
- A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
 - staying on topic in a focussed discussion
 - recounting experiences in a logical order
 - using an effective introduction and conclusion
 - using details or examples to enhance meaning
 - explaining and supporting a viewpoint
- A3 listen purposefully to understand ideas and information, by
 - summarizing main ideas and supporting details
 - generating questions
 - visualizing and sharing
 - identifying opinions or viewpoints
 - ignoring distractions

Strategies (Oral Language)

- A4 select and use **strategies** when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener
 - paraphrasing to clarify meaning
- A5 select and use **strategies** when expressing and presenting ideas, information, and feelings, including
 - setting a purpose
 - accessing prior knowledge
 - generating ideas
 - making and sharing connections
 - asking questions to clarify and confirm meaning
 - organizing information
 - practising delivery
 - self-monitoring and self-correcting in response to feedback
- A6 select and use **strategies** when listening to make and clarify meaning, including
 - accessing prior knowledge
 - making predictions about content before listening
 - focussing on the speaker
 - listening for specifics
 - generating questions
 - recalling, summarizing, and synthesizing
 - visualizing
 - monitoring comprehension

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to **texts**
- A9 use speaking and listening to improve and extend thinking, by
 - acquiring new ideas
 - making connections and asking questions
 - comparing and analysing ideas
 - developing explanations
 - considering alternative viewpoints
 - investigating problems and creating solutions
- A10 reflect on and assess their speaking and listening, by
 - referring to class-generated criteria
 - reflecting on and discussing peer and adult feedback
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Features (Oral Language)

- A11 use the **features** of oral language to convey and derive meaning, including
 - **text structure**
 - a variety of sentence lengths, structures, and types
 - smooth transitions
 - **syntax** (i.e., grammar and usage)
 - enunciation
 - nonverbal communication
 - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
 - **sound devices**
 - root words
 - word families
 - structural sequencing cues
 - **idiomatic expressions**

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

Purposes (Reading and Viewing)

- B1 read **fluently** and demonstrate comprehension of a range of **grade-appropriate** literary **texts**, including
 - stories from various Aboriginal and other cultures
 - stories from a variety of **genres** (e.g., folktales, legends, autobiography, historical fiction)
 - poems that make obvious use of **literary devices**
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**, such as
 - non-fiction books
 - textbooks and other instructional materials
 - materials that contain diagrams, charts, illustrations, or graphs
 - reports and articles from newspapers and children’s magazines
 - reference material
 - web sites designed for children
 - instructions and procedures
- B3 read and reread **just-right texts** independently for 30 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

- B5 select and use **strategies** before reading and viewing to develop understanding of **text**, including
- setting a purpose and constructing personal goals
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - previewing **texts**
- B6 select and use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting
 - making connections
 - visualizing
 - asking and answering questions
 - making inferences and drawing conclusions
 - using '**text features**'
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - determining the importance of ideas/events
 - visually representing **texts**
 - summarizing and synthesizing
- B7 select and use **strategies** after reading and viewing to confirm and extend meaning, including
- self-monitoring and self-correcting
 - generating and responding to questions
 - making inferences and drawing conclusions
 - reflecting and responding
 - visualizing
 - using '**text features**' to locate information
 - using **graphic organizers** to record information
 - summarizing and synthesizing

Thinking (Reading and Viewing)

- B8 respond to selections they read or view, by
- expressing an opinion with supporting evidence
 - explaining connections (**text-to-self**, **text-to-text**, **text-to-world**)
 - discussing and giving reasons for their choice of favourite **texts**
- B9 read and view to improve and extend thinking, by
- predicting and explaining
 - visualizing
 - distinguishing between fact and opinion
 - analysing **texts** to consider alternatives
 - drawing conclusions
 - recognizing alternative viewpoints
 - summarizing and synthesizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Reading and Viewing)

- B11 explain how **structures** and **features** of **text** work to develop meaning, including
- **form**, function, and **genre** of **text** (e.g., brochure about smoking to inform students; **genre** is persuasive)
 - ‘**text features**’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
 - **literary elements** (e.g., character, setting, problem, plot, climax, **conflict**, **theme**, conclusion)
 - non-fiction elements (e.g., **topic sentence**, development of ideas with supporting details, central idea)
 - **literary devices** (e.g., **imagery**, **sensory detail**, **simile**, **metaphor**)
 - **idiomatic expressions**

WRITING AND REPRESENTING

Purposes (Writing and Representing)

- C1 write clear, focussed **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
- clearly developed **ideas** using effective supporting details and explanations
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - experimentation with **word choice** by using new, different, more precise and powerful words
 - an authentic **voice** demonstrating a developing writing **style**
 - an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**
- C2 write a variety of clear **informational writing** for a range of purposes and audiences, featuring
- clearly developed **ideas** by using clear, focussed, useful, and interesting details and explanations
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - **word choice** by using some new and precise words including content-specific vocabulary
 - a **voice** demonstrating an appreciation of, interest in, and knowledge of the topic
 - an **organization** that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense
- C3 write a variety of **imaginative writing** modelled from literature, featuring
- well-developed **ideas** through the use of supporting details, especially interesting **sensory detail**
 - **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - effective **word choice** by experimenting with new, more powerful and varied words, especially descriptive words
 - a **voice** demonstrating some sense of individuality
 - an **organization** that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending
- C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring
- development of **ideas** through clear, focussed, and useful details
 - connections to personal feelings, experiences, opinions, and information
 - an expressive **voice**
 - an **organization** in which key ideas are evident

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

- C5 select and use **strategies** before writing and representing, including
- setting a purpose
 - identifying an audience
 - selecting a **genre** and **form** from samples provided
 - developing class-generated criteria based on analysis of the **form** of writing or representing
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C6 select and use **strategies** during writing and representing to express and refine thoughts, including
- referring to class-generated criteria
 - examining models of literature
 - combining multiple sources of information
 - consulting reference material
 - considering and applying feedback from conferences to **revise ideas, organization, voice, word choice, and sentence fluency**
 - ongoing **revising** and **editing**
- C7 select and use **strategies** after writing and representing to improve their work, including
- checking their work against established criteria
 - reading aloud and listening for **fluency**
 - **revising** to enhance writing traits (e.g., **ideas, sentence fluency, word choice, voice, organization**)
 - **editing** for **conventions** (e.g., grammar and usage, capitalization, punctuation, spelling)

Thinking (Writing and Representing)

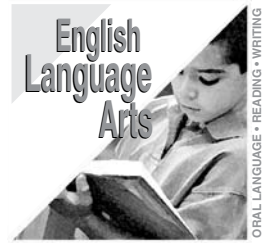
- C8 use writing and representing to express personal responses and relevant opinions in response to experiences and **texts**
- C9 use writing and representing to extend thinking, by
- developing explanations
 - expressing alternative viewpoints
 - creating new understandings
- C10 reflect on and assess their writing and representing, by
- referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

GRADE 4, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Writing and Representing)

- C11 use the **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple** and **compound sentences**
 - paragraphs to show the beginning of new ideas
 - correct noun-pronoun agreement
 - past, present, and future tenses
 - capitalization to designate organizations and to indicate beginning of quotations
 - commas after introductory words in sentences and when citing addresses
 - capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
 - spelling multi-syllable words by applying **phonic knowledge** and skills and visual memory
 - conventional Canadian spelling for familiar and frequently used words
 - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, **word walls**, thesaurus)
 - legible writing that demonstrates awareness of alignment, shape, and slant
 - spacing words and sentences consistently on a line and page



STUDENT ACHIEVEMENT

English Language Arts Grade 3

This section of the document contains information about classroom assessment and student achievement, including specific Achievement Indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are Key Elements, which provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

UNDERSTANDING THE KEY ELEMENTS

Key Elements provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of Achievement Indicators in relation to each learning outcome. The Achievement Indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement Indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated or by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not a student has fully met the intent of the learning outcome.

In some cases, Achievement Indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., problem solving; a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, poster, or model; a particular skill demonstrated).

Achievement Indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement Indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement Indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the Achievement Indicators included in the Integrated Resource Packages.

Specifications for provincial examinations are available online at www.bced.gov.bc.ca/exams/specs/

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for the purpose of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment 	<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- | | |
|----------------|--|
| Step 1 | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment. |
| Step 2 | Establish criteria. When appropriate, involve students in establishing criteria. |
| Step 3 | Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria. |
| Step 4 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 5 | Provide examples of the desired levels of performance. |
| Step 6 | Conduct the learning activities. |
| Step 7 | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| Step 8 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria. |
| Step 9 | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met. |
| Step 10 | Communicate the results of the assessment and evaluation to students and parents/guardians. |



STUDENT ACHIEVEMENT

Grade 3

The Key Elements section provides an overview of the important elements of the English Language Arts K to 7 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts

Overview

The Overview describes the Enduring Understandings for a cluster of grades. These Enduring Understandings are the “big ideas” of the curriculum document, broad statements underlying the “why” of English Language Arts. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts, and are embedded in the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for a particular grade. The Snapshot offers a brief description of what students who fully meet expectations should know and be able to do. The Snapshot does not replace the Prescribed Learning Outcomes, and as such, is not legally required, but is included to give teachers an overview of expectations at each grade level.

Pedagogical Understandings for English Language Arts

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the framework of the “Gradual Release of Responsibility,” whereby students gradually assume responsibility for independently demonstrating competency in a particular skill or process.

Secondly, a specific focus on metacognition is included in this section. Like the “Gradual Release of Responsibility,” metacognition is a concept that runs through the organizers and suborganizers of the English Language Arts document. Overt and explicit modelling, guiding, and supporting students in learning to “think about their thinking” is integral to English Language Arts K to 7.

Finally, this section contains specific information regarding the three organizers of this curriculum: oral language, reading and viewing, and writing and representing. Each of these components contains key research regarding oral language, reading, and writing, as well as an overview of skills, processes, contexts, and strategies appropriate to each grade. Students learn to speak, listen, read, and write through teacher modelling, demonstration, and practice in a variety of contexts, as well as by stepping back to identify what effective learners do to be successful and then applying that knowledge to their own learning.

USING THE KEY ELEMENTS SECTION

Overview

Enduring Understandings

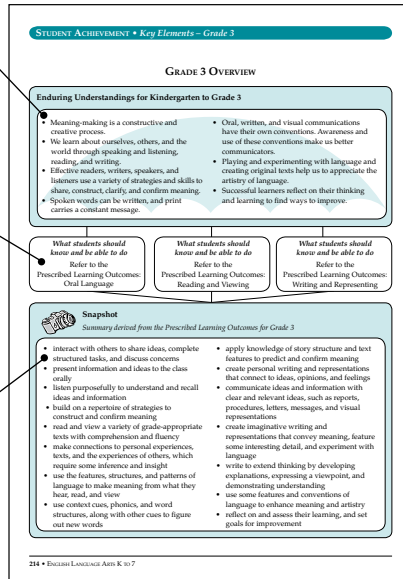
The overarching ideas of English Language Arts Kindergarten to Grade 3

Prescribed Learning Outcomes

See the Prescribed Learning Outcomes specific to each grade

Snapshot

A summary of the Prescribed Learning Outcomes for a specific grade



Pedagogical Understandings for English Language Arts

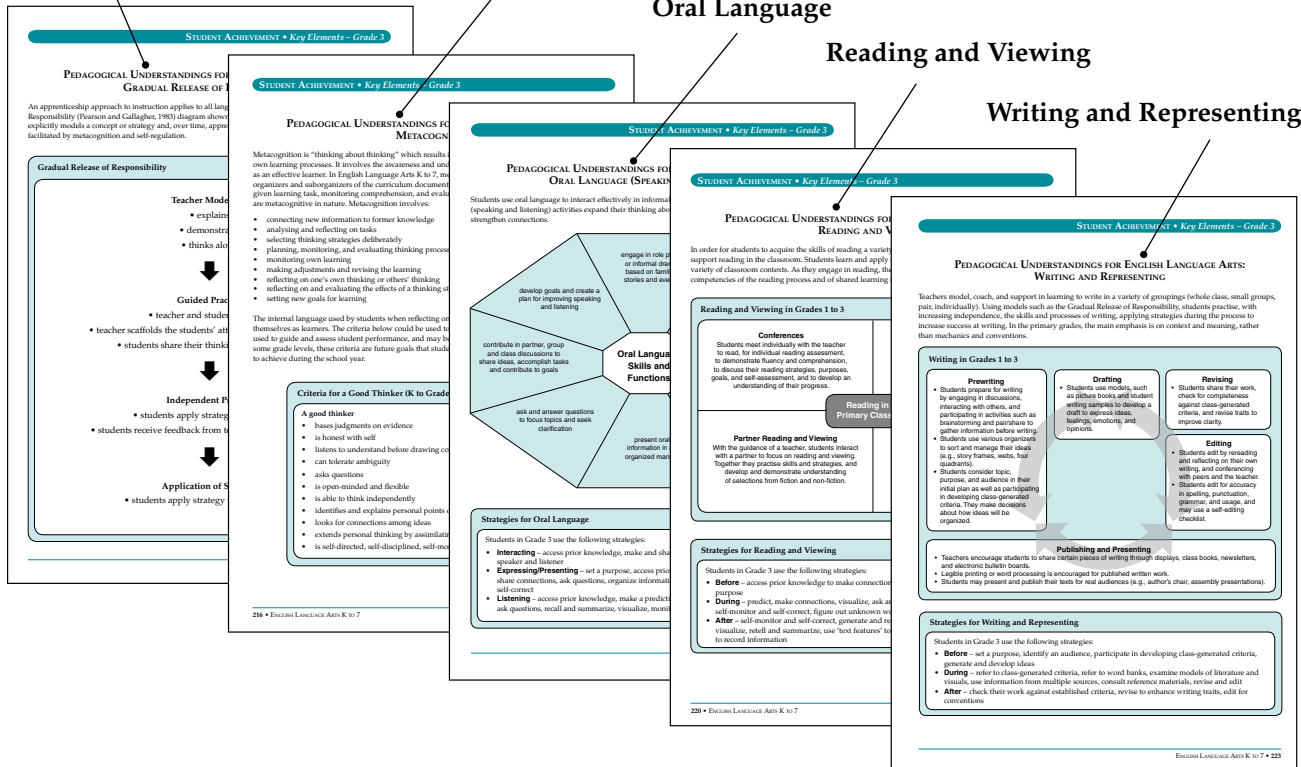
Gradual Release of Responsibility

Metacognition

Oral Language

Reading and Viewing

Writing and Representing



GRADE 3 OVERVIEW

Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

What students should know and be able to do

Refer to the
Prescribed Learning Outcomes:
Oral Language

What students should know and be able to do

Refer to the
Prescribed Learning Outcomes:
Reading and Viewing

What students should know and be able to do

Refer to the
Prescribed Learning Outcomes:
Writing and Representing

**Snapshot**

Summary derived from the Prescribed Learning Outcomes for Grade 3

- interact with others to share ideas, complete structured tasks, and discuss concerns
- present information and ideas to the class orally
- listen purposefully to understand and recall ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- make connections to personal experiences, texts, and the experiences of others, which require some inference and insight
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words
- apply knowledge of story structure and text features to predict and confirm meaning
- create personal writing and representations that connect to ideas, opinions, and feelings
- communicate ideas and information with clear and relevant ideas, such as reports, procedures, letters, messages, and visual representations
- create imaginative writing and representations that convey meaning, feature some interesting detail, and experiment with language
- write to extend thinking by developing explanations, expressing a viewpoint, and demonstrating understanding
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

An apprenticeship approach to instruction applies to all language arts teaching. The Gradual Release of Responsibility (Pearson and Gallagher, 1983) diagram shown below outlines the process by which the teacher explicitly models a concept or strategy and, over time, apprentices the students into personalized application facilitated by metacognition and self-regulation.

Gradual Release of Responsibility

Teacher Modelling

- explains
- demonstrates
- thinks aloud



Guided Practice

- teacher and students practise
- teacher scaffolds the students' attempts and gives feedback
- students share their thinking with each other



Independent Practice

- students apply strategy on their own
- students receive feedback from teacher and other students



Application of Strategy

- students apply strategy to new situations

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognition is “thinking about thinking” which results in students’ individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. In English Language Arts K to 7, metacognitive strategies weave throughout the organizers and suborganizers of the curriculum document. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Metacognition involves:

- connecting new information to former knowledge
- analysing and reflecting on tasks
- selecting thinking strategies deliberately
- planning, monitoring, and evaluating thinking processes
- monitoring own learning
- making adjustments and revising the learning
- reflecting on one’s own thinking or others’ thinking
- reflecting on and evaluating the effects of a thinking strategy, or learning process, on learning
- setting new goals for learning

The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. The criteria below could be used to describe a good thinker. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

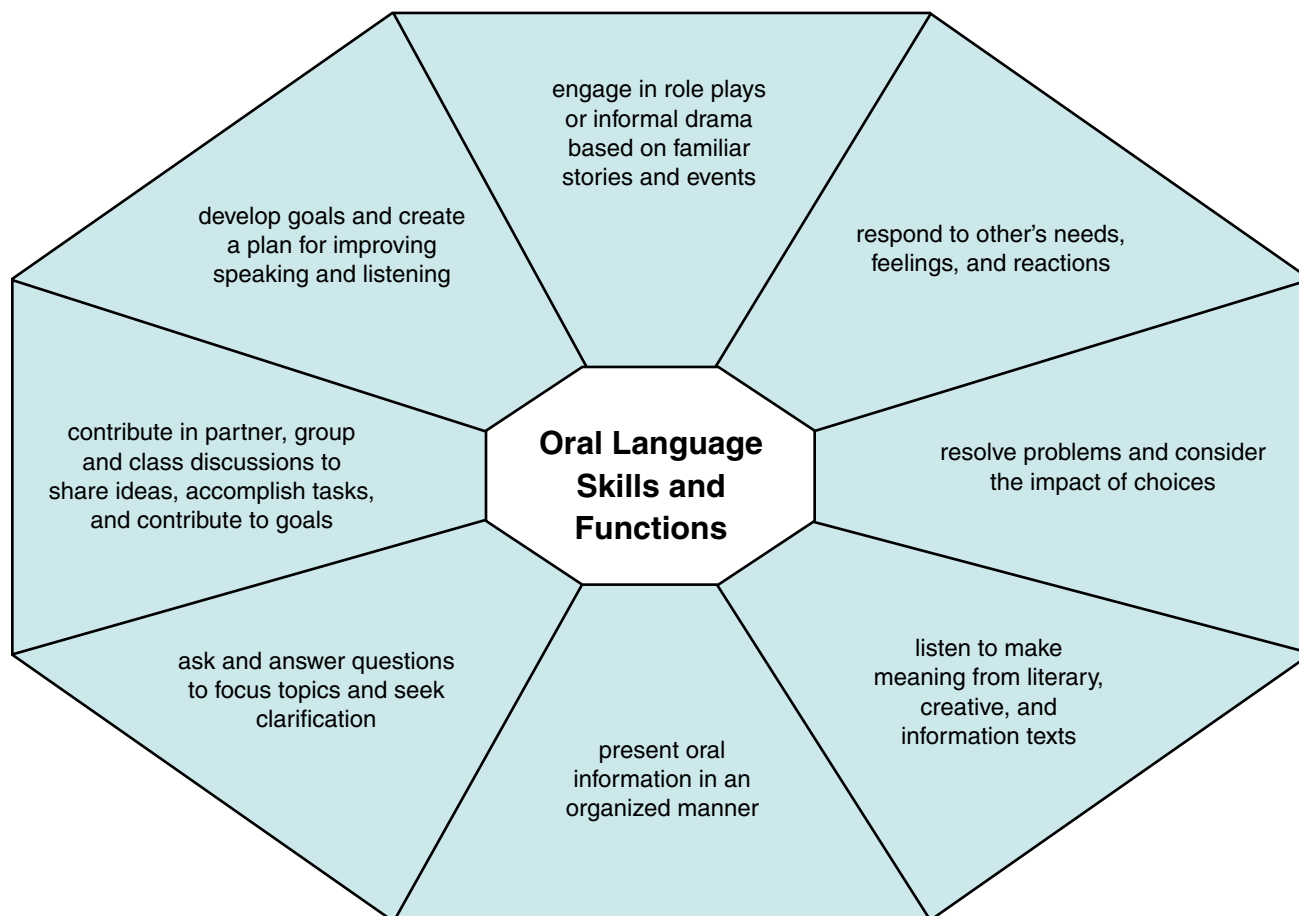
Criteria for a Good Thinker (Kindergarten to Grade 3)

A good thinker

- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to interact effectively in informal and formal situations. Oral language (speaking and listening) activities expand their thinking about new ideas, clarify explanations, and strengthen connections.



Strategies for Oral Language

Students in Grade 3 use the following strategies:

- **Interacting** – access prior knowledge, make and share connections, ask questions, take turns as speaker and listener
- **Expressing/Presenting** – set a purpose, access prior knowledge, generate ideas, make and share connections, ask questions, organize information, practise delivery, self-monitor and self-correct
- **Listening** – access prior knowledge, make predictions, focus on speaker, listen for specifics, ask questions, recall and summarize, visualize, monitor comprehension

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

Criteria for a Good Speaker and Listener (Kindergarten to Grade 3)

A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

Research Findings Related to Oral Language

Oral language development and its relationship to later reading achievement is central to literacy. Children's oral language development is considered to be a key foundation for successful literacy. (Chaney & Burk, 1998; Primary Program 2000; McCormick, 1999; Strickland, Ganske, & Monroe, 2002)

Research has clearly established the importance of developing oral fluency to later successes in acquiring print. Oral language acts as an underlying foundation to achievement in reading. (Snow, Burns, & Griffin, 1998)

The basis of the relationship between early spoken language and later reading development is generally thought to be causal in nature, such that spoken language skills are fundamental precursors to later successful reading. (Tomblin, 2005, p. 3)

Reading is a language-based activity. Beginning readers use the language they have gained through speaking and listening to help them understand the printed word. (Psutka, 2003)

Early education is the time in which young children develop skills, knowledge and interest in the code-based and meaning aspects of (written and) spoken language. (Justice, 2005, p. 1)

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities. (Moore, 1991, p. 15)

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues. (Dudley-Marling & Searle, 1991, p. 60)

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live. (Hynds, 1988, p. 177)

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life. (Backlund, 1988, p. 228)

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives. (Jones, 1988, p. 26)

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.

Reading and Viewing in Grades 1 to 3

Conferences

Students meet individually with the teacher to read, for individual reading assessment, to demonstrate fluency and comprehension, to discuss their reading strategies, purposes, goals, and self-assessment, and to develop an understanding of their progress.

Independent Reading and Viewing

Students read on their own for pleasure, to follow personal interests, or to complete assigned tasks. They practise the skills and strategies they are learning.

Reading in the Primary Classroom

Partner Reading and Viewing

With the guidance of a teacher, students interact with a partner to focus on reading and viewing. Together they practise skills and strategies, and develop and demonstrate understanding of selections from fiction and non-fiction.

Small and Large Groups

Students work in small and large groups for a variety of purposes to read together and exchange ideas and clarify meaning. They read and view, discuss their thoughts, and reflect on the text they are reading or viewing. In some cases, teachers guide the reading.

Strategies for Reading and Viewing

Students in Grade 3 use the following strategies:

- **Before** – access prior knowledge to make connections, make predictions, ask questions, set a purpose
- **During** – predict, make connections, visualize, ask and answer questions, use ‘text features’, self-monitor and self-correct, figure out unknown words, read selectively, summarize
- **After** – self-monitor and self-correct, generate and respond to questions, generate a response, visualize, retell and summarize, use ‘text features’ to locate information, use graphic organizers to record information

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

Criteria for a Good Reader and Viewer (Kindergarten to Grade 3)

A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- uses three kinds of cues – meaning, sound, visual – to make sense of text. Asks “Does it make sense?” “Does it sound right?” “Does it look right?”
- self-monitors and recognizes when text is not making sense
- uses strategies to overcome problems during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- identifies and summarizes main ideas
- interprets both literal and inferential meaning
- synthesizes and extends meaning
- evaluates the text or visual material
- self-evaluates and sets goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

Research Findings Related to Reading

“The Six Ts of Effective Elementary Literacy Instruction” from Richard Allington

1. **Time.** Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.
2. **Texts.** Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.
3. **Teaching.** Effective teachers don't simply “assign and assess”; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.
4. **Talk.** There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making children's thinking visible and building understanding.
5. **Tasks.** Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.
6. **Testing Students.** Student work is evaluated based on effort and improvement. Rubrics shift responsibility for improvement to the students, so “luck” doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

from R.L. Allington (June 2002). *Phi Delta Kappan*.

Core Understandings from Reading Research

Through the analysis of current research the following 13 fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
2. Background knowledge and prior experience are critical to the reading process.
3. Social interaction is essential at all stages of reading development.
4. Reading and writing are reciprocal processes; development of one enhances the other.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources, and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read and developing as a reader.
8. Children's understandings of print are not the same as adults' understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
10. Readers learn productive strategies in the context of real reading.
11. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.
12. Students need many opportunities to read, read, read.
13. Monitoring the development of reading processes is vital to student success.

Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Teachers model, coach, and support in learning to write in a variety of groupings (whole class, small groups, pair, individually). Using models such as the Gradual Release of Responsibility, students practise, with increasing independence, the skills and processes of writing, applying strategies during the process to increase success at writing. In the primary grades, the main emphasis is on context and meaning, rather than mechanics and conventions.

Writing in Grades 1 to 3

Prewriting

- Students prepare for writing by engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before writing.
- Students use various organizers to sort and manage their ideas (e.g., story frames, webs, four quadrants).
- Students consider topic, purpose, and audience in their initial plan as well as participating in developing class-generated criteria. They make decisions about how ideas will be organized.

Drafting

- Students use models, such as picture books and student writing samples to develop a draft to express ideas, feelings, emotions, and opinions.

Revising

- Students share their work, check for completeness against class-generated criteria, and revise traits to improve clarity.

Editing

- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

Publishing and Presenting

- Teachers encourage students to share certain pieces of writing through displays, class books, newsletters, and electronic bulletin boards.
- Legible printing or word processing is encouraged for published written work.
- Students may present and publish their texts for real audiences (e.g., author's chair, assembly presentations).

Strategies for Writing and Representing

Students in Grade 3 use the following strategies:

- **Before** – set a purpose, identify an audience, participate in developing class-generated criteria, generate and develop ideas
- **During** – refer to class-generated criteria, refer to word banks, examine models of literature and visuals, use information from multiple sources, consult reference materials, revise and edit
- **After** – check their work against established criteria, revise to enhance writing traits, edit for conventions

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the primary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment. At some grade levels, these criteria are future goals that students are working toward rather than expectations to achieve during the school year.

Criteria for a Good Writer and Representer (Kindergarten to Grade 3)

A good writer and representer

- generates ideas
- organizes information
- identifies a purpose
- defines an audience
- develops a “voice” and style suitable to the purpose, content, and audience
- uses a variety of vocabulary and sentence construction
- conveys meaning clearly
- demonstrates coherence among ideas
- recognizes the value of feedback
- revises and rewrites
- uses basic conventions of writing
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

Research Findings Related to Writing

“12 Writing Essentials for All Grades” from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose.** Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.
2. **Determine an appropriate topic.** Plan the writing, do the necessary research, narrow the focus, decide what's most important to include.
3. **Present ideas clearly, with a logical, well-organized flow.** Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.
4. **Elaborate on ideas.** Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.
5. **Embrace language.** “Fool with words” – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.
6. **Create engaging leads.** Attract the reader's interest right from the start.
7. **Compose satisfying endings.** Develop original endings that bring a sense of closure.
8. **Craft authentic voice.** Write in a style that illuminates the writer's personality – this may include dialogue, humour, point of view, a unique form.
9. **Reread, rethink, and revise while composing.** Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.
10. **Apply correct conventions and form.** Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.
11. **Read widely and deeply – and with a writer's perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one's own writing.
12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one's own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond.

The factors that change are:

- The amount of excellent support the student needs (demonstrations and explicit teaching).
- The complexity of texts the student composes.
- The variety of forms or genres the author attempts.
- The learner's level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.

QUICK NAVIGATION TIPS

- Prescribed Learning Outcomes are mandated by the *School Act*; they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each learning outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

ORAL LANGUAGE (SPEAKING AND LISTENING)

PURPOSES (ORAL LANGUAGE)

General Learning Expectation: Students use oral language to interact with others, present ideas, share information formally and informally, and listen actively for a variety of purposes.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to a class goal – sharing ideas and opinions – making connections – solving problems – completing tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming) <input type="checkbox"/> engage in partner, small group, and whole class discussion to accomplish a structured task (e.g., plan a class celebration) <input type="checkbox"/> share ideas, opinions, and feelings relevant to class activities and discussions (e.g., in pairs and small and whole group activities, brainstorming, book club, community circle) <input type="checkbox"/> ask for assistance from peers and adults <input type="checkbox"/> speak and listen to respond to the needs of others, considering verbal and nonverbal cues (e.g., tone, inflection, facial expression)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by</p> <ul style="list-style-type: none"> – staying on topic in a focussed discussion – recounting experiences in a logical sequence – presenting a central idea with supporting details – using specific and descriptive vocabulary – sharing connections made 	<ul style="list-style-type: none"> <input type="checkbox"/> identify purpose for speaking or presenting (e.g., to deliver short simple report, share an experience, give an oral explanation or instructions) <input type="checkbox"/> discuss and present ideas and information that is understandable and generally complete (e.g., states a clear topic, is logically sequenced, includes some explanations, examples, or details) <input type="checkbox"/> explain own viewpoint and give reasons <input type="checkbox"/> use tone, volume, pace, intonation, and gesture to enhance meaning <input type="checkbox"/> provide a beginning, middle, and an end, including concrete details that develop a central idea <input type="checkbox"/> plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, and tone <input type="checkbox"/> make descriptive presentations that use sensory detail to support unified impressions of people, places, things, or experiences <input type="checkbox"/> use clear and specific vocabulary to communicate ideas and establish a tone
<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> – identifying the main ideas and supporting details – generating questions – visualizing and sharing 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and state a purpose for listening <input type="checkbox"/> identify and retell main ideas and supporting details <input type="checkbox"/> after listening, generate questions with classmates to explore a topic further <input type="checkbox"/> follow oral instructions and demonstrations to complete multi-step tasks (e.g., simple science experiment, recipes) <input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions) <input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What is important to remember when we are exchanging ideas with others? • What was your favourite part? Why? • Tell us about some of the character’s feelings in the story. What made him/her feel that way? • What is one important idea or piece of information you have learned? • What questions are still in your mind about...? • What is your opinion about this topic? Why do you feel this way? • How have you changed your mind now that you have listened to this speaker? Why did you change your opinion? 	

Oral language, reading, and writing need to be taught and learned in an integrated way.

STRATEGIES (ORAL LANGUAGE)

General Learning Expectation: Students selectively use a variety of strategies to increase success at interacting, speaking, and listening effectively.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
A4 use a variety of strategies when interacting with others, including <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener 	<ul style="list-style-type: none"> <input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task <input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker <input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner's ideas) <input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions) <input type="checkbox"/> respond to questions with appropriate elaboration <input type="checkbox"/> balance role of self as speaker and listener, and follow the rules of conversation
A5 use a variety of strategies when expressing and presenting ideas, information, and feelings, including <ul style="list-style-type: none"> – setting a purpose – accessing prior knowledge – generating ideas – making and sharing connections – asking questions to clarify and confirm meaning – organizing information – practising delivery – self-monitoring and self-correcting in response to feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> identify topic, audience, and purpose for their oral presentations <input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know <input type="checkbox"/> ask and answer questions to focus topics or identify need for further information <input type="checkbox"/> organize information and ideas chronologically or around major points of information (e.g., use graphic organizers, generate research questions, and collect information) <input type="checkbox"/> provide a context for an incident that is the subject of the presentation <input type="checkbox"/> practise delivery for presentations (e.g., speak clearly and audibly, face audience) <input type="checkbox"/> clarify and enhance oral presentations through the use of appropriate visual aids <input type="checkbox"/> monitor volume and tone of voice, depending on the situation (e.g., speaking to a guest vs. interacting at recess)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A6 use a variety of strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> – accessing prior knowledge – making predictions about content before listening – focussing on speaker – listening for specifics – asking questions – recalling and summarizing – visualizing – monitoring comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> use prior knowledge and understanding of a topic to make reasonable predictions <input type="checkbox"/> contribute to an advance list of questions about a topic or story <input type="checkbox"/> focus on a particular aspect of a presentation (e.g., descriptive language, evidence of bias, new vocabulary) <input type="checkbox"/> ask questions to clarify (e.g., recognize when information is not making sense, ask speaker to clarify) <input type="checkbox"/> identify main ideas and supporting details <input type="checkbox"/> use techniques to aid memory retention when listening (e.g., sketch, connect with a personal experience or other known idea, visualize, use a graphic organizer) <input type="checkbox"/> retell, paraphrase, and explain what has been said by a speaker
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • Who is your audience? What do you want them to learn from your presentation? • Which graphic organizer (e.g., web, Venn diagram, T-chart, mind map) might you use to help you collect your thoughts before presenting them? • What do you already know about the topic? Where did you learn about it? Is anything unclear? • How do your voice and body language change when you are speaking to a friend, then to the whole class? • How can you remind yourself about a speaking goal you have made? • What questions do you have about _____ (topic)? • What were some things you did today to include and listen to others? • What are we listening for in this presentation? 	

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THINKING (ORAL LANGUAGE)

General Learning Expectation: Students demonstrate vocabulary development, and use oral language to develop thinking capacities, extend the ideas of others, and form relevant questions. Students reflect on and assess their own speaking and listening and set and pursue goals for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
A7 demonstrate enhanced vocabulary knowledge and usage	<input type="checkbox"/> talk about new words and ideas with others <input type="checkbox"/> use clear language that incorporates specific vocabulary from content areas, texts , and class discussion <input type="checkbox"/> use specific vocabulary when describing events or aspects of texts <input type="checkbox"/> use language to compare and contrast items and ideas (e.g., same as, different from)
A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)	<input type="checkbox"/> make inferences about characters' feelings or the story problem <input type="checkbox"/> select a personally significant idea or item and explain its importance <input type="checkbox"/> make some connections to other selections (e.g., compare a character in a poem to one represented in a painting) <input type="checkbox"/> express a personal viewpoint and recognize that it may differ from others' views <input type="checkbox"/> compare ideas and viewpoints expressed in broadcast and print media <input type="checkbox"/> relate their understanding of the responses of peers to what they have heard, read, or viewed
A9 use speaking and listening to extend thinking, by <ul style="list-style-type: none"> – acquiring new ideas – making connections – inquiring – comparing and contrasting – summarizing 	<input type="checkbox"/> identify logical connections between new information and ideas <input type="checkbox"/> ask a question and speculate about new possibilities (e.g., "I wonder if...", "What would happen if...") <input type="checkbox"/> use oral language to describe similarities and differences among texts in various genres (e.g., compare stories from various cultures, such as several versions of a fairy tale; compare film and print versions of a story) <input type="checkbox"/> compare their own predictions and opinions with those of others <input type="checkbox"/> describe the essence of the author's message <input type="checkbox"/> explain a simple problem or issue (e.g., class, school, or community) <input type="checkbox"/> in structured situations (e.g., role play, A/B partners, class discussions) suggest alternative ways to use language to resolve problems and, with teacher support , consider the impact of the various choices

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – reflecting on and discussing peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> review recent speaking and listening activities to identify the qualities of good listeners and speakers, including those that they demonstrate <input type="checkbox"/> contribute a relevant idea to discussions to develop a class-generated criteria list about effective speaking and listening activities (e.g., focus on speaker, face audience, do not interrupt) <input type="checkbox"/> describe their own strengths and feelings (e.g., comfort level) while presenting or listening, informally or formally <input type="checkbox"/> using class-generated criteria, set a goal for improvement and reflect on progress toward meeting the goal <input type="checkbox"/> state an achievable goal for future speaking and listening, with teacher support
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What else might the character do to solve the problem in the story? • What would make our class or circle discussions work better? What would that look and sound like? • How did the graphic organizer (e.g., T-chart, mind map) help you organize your thoughts before presenting them? Is there another organizer you might find helpful to use? • What have you learned from listening to your partner/classmates? How does that connect to something you've read or seen in a video? • What are you getting better at in speaking? ...in listening and understanding at school? • What can we add to our class criteria to help us evaluate our skills? 	

Oral language, reading, and writing need to be taught and learned in an integrated way.

FEATURES (ORAL LANGUAGE)

General Learning Expectation: Students use the features and conventions of oral language with increasing sophistication to express ideas and information clearly and fluently. Students recognize and use the structures and patterns of oral language to make meaning.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</p> <p>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</p>
<p>A11 use the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> – text structure – sentence lengths and types – transitions – syntax (i.e., grammar and usage) – enunciation – receptive listening posture 	<ul style="list-style-type: none"> <input type="checkbox"/> during presentations, stay on topic, sequence ideas in meaningful ways, and include a beginning, middle, and end <input type="checkbox"/> use a variety of statements, commands, and questions; may make a few errors, but these do not interfere with meaning <input type="checkbox"/> speak with subject-verb agreement, and use pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> use past, present, and future tenses properly <input type="checkbox"/> use a variety of simple ordering or connecting words to link ideas in their speech (e.g., but, because, who, first, finally) <input type="checkbox"/> self-correct most errors of syntax <input type="checkbox"/> speak clearly and audibly (e.g., pronounce familiar words correctly; may stumble over newly acquired vocabulary) <input type="checkbox"/> focus on the speaker when listening
<p>A12 recognize the structures and patterns of language in oral texts, including</p> <ul style="list-style-type: none"> – word families – root words – sound devices, such as rhyme, repetition, and alliteration – structural sequencing cues – idiomatic expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of root words, compound words, and syllabication <input type="checkbox"/> identify and effectively use common prefixes, suffixes, and word endings <input type="checkbox"/> follow a simple rhythmic pattern when reciting a poem (e.g., a rap, limerick, or verse used to skip rope) <input type="checkbox"/> recognize obvious alliteration in songs, chants, stories, or poems <input type="checkbox"/> discuss language patterns in simple poems (e.g., rhyme and repetition) <input type="checkbox"/> identify and use structural sequencing cues (e.g., first, next) <input type="checkbox"/> begin to identify some idiomatic expressions and their meanings and purposes (e.g., “It’s raining cats and dogs.”)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What are some vocabulary items we can use to talk about this topic? • In what ways is the character in this poem/story similar to the character in the painting we studied? • Tell us what you plan to present in the beginning/middle/end of your talk. • Think of the main ideas presented in the video and tell them in order. • What do you notice about the rhyming pattern in this poem? • Add another verse to this song. Share it with your partner. • Were there any new words that you had difficulty pronouncing? 	

Oral language, reading, and writing need to be taught and learned in an integrated way.

READING AND VIEWING

PURPOSES (READING AND VIEWING)

General Learning Expectation: Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary, information, and visual texts across all subject areas. They see themselves as readers.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</p> <p>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</p>
<p>B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as</p> <ul style="list-style-type: none"> – stories from various Aboriginal and other cultures – stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) – series and chapter books – picture books – poems 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading and readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> summarize major points from fiction and retell events in the correct general sequence <input type="checkbox"/> make inferences (e.g., about characters or situations) <input type="checkbox"/> describe similarities and differences among texts and among genres <input type="checkbox"/> make text-to-text, text-to-self, and text-to-world connections <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text <input type="checkbox"/> identify images, rhythmic patterns, and themes in poems, citing specific words or phrases

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as</p> <ul style="list-style-type: none"> – non-fiction books – textbooks and other instructional materials – materials that contain simple diagrams, charts, or maps – reports and articles from children’s magazines – reference materials – web sites designed for children – instructions and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing <input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries and glossaries) <input type="checkbox"/> offer reactions and opinions with some supporting reasons or explanation <input type="checkbox"/> describe and demonstrate use of ‘text features’ (e.g., titles, captions, text highlighting, illustrations) to gain understanding of information texts (e.g., index to answer a question or locate specific details; table of contents to locate information) <input type="checkbox"/> accurately identify or summarize main topics addressed in a selection; create logical categories and sort information; may need some prompting <input type="checkbox"/> use relevant details in answers and explanations (e.g., skim and scan text to find details) <input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text <input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity)
<p>B3 read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension</p>	<ul style="list-style-type: none"> <input type="checkbox"/> choose a just-right text on their own <input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 20 to 30 minutes) <input type="checkbox"/> read just-right texts aloud with comprehension and fluency, including expression (e.g., proper intonation and phrasing) <input type="checkbox"/> show engagement in reading, and describe self as a reader
<p>B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> describe key messages and images and relevant details in response to questions or activities <input type="checkbox"/> identify main ideas <input type="checkbox"/> interpret cartoons, graphs, illustrations, and diagrams in subject areas across the curriculum (e.g., social studies, science)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What was the story (video/selection) about? Tell me what happened, in the order things occurred. • Who was in the story? What do you know about them? • What advice or suggestions would you give _____ (<i>the character</i>) to help solve the problem? • Skim and scan to find _____ (<i>information</i>) in the book and share with us. • Read this part (<i>a specific section or paragraph</i>) again to yourself. Tell, in your own words, what you learned. • What does the poster tell us about...? • Do you think the information in this picture/video/book is true? Is it fact or fiction? Tell why. 	

STRATEGIES (READING AND VIEWING)

General Learning Expectation: Students selectively use a variety of strategies before, during, and after reading and viewing to increase success at making meaning from texts and extending their fluency and understanding.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B5 use a variety of strategies before reading and viewing, including <ul style="list-style-type: none"> – accessing prior knowledge to make connections – setting a purpose – making predictions – asking questions – previewing texts 	<ul style="list-style-type: none"> <input type="checkbox"/> write down and share what they already know about a topic or idea (e.g., using organizers) <input type="checkbox"/> make logical predictions about content based on understanding of story structure and prior knowledge <input type="checkbox"/> preview the text, using prior knowledge to generate questions <input type="checkbox"/> describe and use 'text features' (e.g., headings, diagrams, table of contents) to anticipate and ask questions about content <input type="checkbox"/> identify a variety of sources to locate information about a topic (e.g., encyclopedias, trade books, Internet), with teacher support <input type="checkbox"/> begin to skim and scan
B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> – predicting – making connections – visualizing – asking and answering questions – using 'text features' – self-monitoring and self-correcting – figuring out unknown words – reading selectively – summarizing 	<ul style="list-style-type: none"> <input type="checkbox"/> check predictions, confirm, and revise predictions based on information from reading and viewing <input type="checkbox"/> visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants) <input type="checkbox"/> use graphophonic, semantic, and syntactic cues in combination to decode unfamiliar words <input type="checkbox"/> use knowledge of prefixes and suffixes to determine word meaning <input type="checkbox"/> use 'text features' such as glossaries, dictionaries, headings, captions, illustrations, and navigation bars to find information and figure out unfamiliar words <input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end <input type="checkbox"/> read and reread grade-appropriate texts with fluency and comprehension <input type="checkbox"/> use self-correcting strategies such as rereading, skimming, or reading ahead to locate information or clarify meaning when a passage is not making sense

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Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> – self-monitoring and self-correcting – generating and responding to questions – generating a response – visualizing – retelling and summarizing – using ‘text features’ to locate information – using graphic organizers to record information 	<ul style="list-style-type: none"> <input type="checkbox"/> reread and skim to find specific details needed for questions or activities <input type="checkbox"/> reread, skim, or “re-view” for details and to confirm meaning <input type="checkbox"/> ask and respond to questions related to the material read or viewed <input type="checkbox"/> identify connected story events or informational facts in materials read or viewed <input type="checkbox"/> use graphic organizers to record information (e.g., T-chart, key words, “five things I learned”) <input type="checkbox"/> summarize the “big idea” or author’s message, and give evidence to support the summary <input type="checkbox"/> write a response to demonstrate and develop comprehension <input type="checkbox"/> use ‘text features’ (e.g., headings, illustrations, diagrams) to locate and summarize information
<p>Suggested Questions/Prompts to Scaffold Learning</p> <p><i>Before</i></p> <ul style="list-style-type: none"> • Look at the cover and read the title. What do you think this book/selection will be about? What makes you think that? • Look through the book/selection. Show me a feature (<i>heading, diagram, table of contents, index</i>) that helps us. How does it help us? • What questions do you have about (<i>topic</i>)? Tell me about it. What do you already know about...? <p><i>During</i></p> <ul style="list-style-type: none"> • What are you visualizing from your reading? • Were there any parts so far that did not make sense to you at first? What did you do to help yourself figure them out? • What do you think will happen next? <p><i>After</i></p> <ul style="list-style-type: none"> • Find the part that tells/shows.... • What questions are still in your mind about this book/selection? • Look back at the questions you had before reading. Which of them can you answer now? What did you find out? • What message do you think the author wants to send to the readers? What are some of the details in the book that helped you decide that? 	

THINKING (READING AND VIEWING)

General Learning Expectation: Students make thoughtful connections to texts and extend their thinking through developing supported opinions about texts, making comparisons among texts, and drawing conclusions. Students reflect on and assess their own reading and viewing, and set and pursue goals for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</p> <p>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</p>
B8 respond to selections they read or view, by <ul style="list-style-type: none"> – expressing an opinion with some supporting evidence – making text-to-self, text-to-text, and text-to-world connections – giving reasons for choosing to read or view particular texts 	<ul style="list-style-type: none"> <input type="checkbox"/> offer reactions and opinions with some supporting reasons and explanations <input type="checkbox"/> talk about relationships between themselves and texts (e.g., characters and situations) <input type="checkbox"/> discuss their favourite texts <input type="checkbox"/> create a written response to text making personal connections (text-to-self), connections to other texts (text-to-text), and related events (text-to-world)
B9 read and view to extend thinking, by <ul style="list-style-type: none"> – predicting – developing connections and explanations – distinguishing between fact and fiction – drawing conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., colour-coded mind maps, prediction charts) <input type="checkbox"/> distinguish between fact and opinion in texts <input type="checkbox"/> tell some ways new information is consistent with other information about the topic <input type="checkbox"/> make logical connections between new information and ideas in a selection and what they already know and believe about the topic <input type="checkbox"/> identify common characteristics between fictional texts and between information texts <input type="checkbox"/> demonstrate developing critical literacy by discussing how viewpoint influences messages (e.g., in advertising) <input type="checkbox"/> analyse a story in terms of cause and effect and draw conclusions

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Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> identify the strategies that good readers/viewers use before, during, and after reading and viewing <input type="checkbox"/> review class-generated criteria for effective reading and viewing <input type="checkbox"/> identify the strategies they use before and during reading to make meaning and figure out words <input type="checkbox"/> set personal and class goals for future reading and viewing <input type="checkbox"/> follow a plan for achieving goals to improve reading and viewing <input type="checkbox"/> choose books they can read and want to read; explain why a chosen book is a just-right text <input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to texts and to assessment <input type="checkbox"/> reflect on their reading or viewing to identify a strategy they could use more often or do not yet use
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What are some things that are the same about this story/book and other stories/books you have read? • In what ways are you and the character similar? In what ways are you different? • Have you heard information like this before? Where? • When you are reading and you come to a word you don't know, what strategies do you use? • Before you begin to read a story/information book, what reading strategies do you use to help you get ideas about what the text might say? • Tell me about strategies you are now using to become a better reader. • Find a book that is "just right" for you. Tell me why you think it is "just right." 	

FEATURES (READING AND VIEWING)

General Learning Expectation: Students use structures, features, and conventions of texts, literary elements, literary devices, and ‘text features’ to support their reading and viewing.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Reading.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 recognize and derive meaning from the structures and features of texts, including</p> <ul style="list-style-type: none"> – form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) – literary elements (e.g., plot, conflict, theme, character, setting) – literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) – ‘text features’ (e.g., headings, diagrams, columns, sidebars) 	<ul style="list-style-type: none"> <input type="checkbox"/> point out ‘text features’ in a simple information text and suggest what purpose they serve <input type="checkbox"/> use vocabulary such as plot, conflict, theme, character, setting, imagery, simile, rhyme, rhythm, alliteration, punctuation, glossary, index, word order, scrolling, and indenting to talk about reading and viewing <input type="checkbox"/> identify rhythmic patterns in simple poems <input type="checkbox"/> recognize obvious uses of literary devices, jargon, and technical words, with teacher support <input type="checkbox"/> relate their knowledge of conventions to their expectations of a text (e.g., knowing that maps generally have a legend can help them obtain information from an atlas; knowing about alphabetical order can help them use dictionaries) <input type="checkbox"/> identify and explain the characteristics of a strong persuasive piece <input type="checkbox"/> compare alternative representations that seek to achieve a similar purpose (e.g., TV ad vs. newspaper ad)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • How could we tell if this selection is fact or fiction? • How do headings/diagrams/columns/sidebars help us gain information? • Why do you think the author/illustrator presented the story/information in this way? • Find an example of simile/rhyme/rhythm/alliteration in the poem. • Were you persuaded by this article? Why or why not? • Show me how to create a stronger argument. 	

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WRITING AND REPRESENTING

PURPOSES (WRITING AND REPRESENTING)

General Learning Expectation: Students create a variety of personal, information, and imaginative texts whose meaning is clear, and feature coherent organization and some interesting detail.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</p> <p>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</p>
<p>C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> – ideas supported by related details – sentence fluency using a variety of sentence lengths and patterns – experimentation with word choice by using new and different words – an emerging voice demonstrating a developing writing style – an organization that is meaningful and logical 	<p><input type="checkbox"/> create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense, and develops related ideas, images, or feelings – may be sustained for several paragraphs – includes pictures and text working harmoniously to enhance the topic, but writing can be understood without visual support <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – includes some sentences that read smoothly while others do not – includes sentences that start in a variety of ways – features new and different words to describe feelings, opinions, and ideas – evidences an emerging voice that expresses individuality and personal connections to text or experiences – shows attempts to emulate the style of authors <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – demonstrates increasingly smooth transitions between ideas – includes some successful use of paragraphs – may include a variety of connecting words to combine ideas and indicate comparisons <p>See “Features” section for additional criteria relating to features and conventions.</p>

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Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 create a variety of clear, easy-to-follow informational writing and representations, featuring</p> <ul style="list-style-type: none"> – ideas that are adequately developed through relevant details and explanations – sentence fluency through a variety of correctly constructed sentences – word choice by using some new and precise words including content-specific vocabulary – a voice that demonstrates interest in and knowledge of the topic – an organization that includes an introduction, and logically connected and sequenced details 	<p>□ create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense and explains information – includes a focussed topic that is clear and coherent – includes information that is accurate and complete – includes visuals and text that work jointly to support the topic <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – evidences language that is clear and natural – includes complete sentences, and most read smoothly – includes a variety of sentence types, lengths, and structures such as simple and compound; may attempt complex – features the use of paragraphs with some degree of success – shows understanding of the topic through personal experience and/or research – shows a sense of audience or consideration for the reader <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – contains a variety of carefully chosen connecting words to combine ideas and to indicate comparisons, sequence, and describe cause and effect relationships – includes visual information (e.g., illustrations, diagrams) that is clear and relevant to the written text – features a title that captures the main idea – evidences attempts to develop effective leads and endings <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring</p> <ul style="list-style-type: none"> – ideas developed through interesting sensory detail – sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural – experimentation with word choice by using new, unusual words and varied descriptive and sensory language – an emerging voice demonstrating a developing writing style – an organization that develops logically from an engaging opening through to a satisfying ending 	<p>❑ create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that demonstrate the following criteria</p> <p>Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – makes sense and focusses on a central idea, image, or mood – contains descriptions enhanced through sensory detail – features a topic that shows imagination and may be original – may be made up of several paragraphs – may include pictures to enhance the main ideas but visuals are not necessary for comprehension <p>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – is beginning to emulate the style of authors – contains a variety of sentence types and patterns, lengths, and structures such as simple, compound, and sometimes complex – features sentences that are complete and usually read smoothly – uses some figurative language to create descriptive images – shows emerging individuality in writing style – captures a mood – shows a sense of audience and attempts to make an impact <p>Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation:</p> <ul style="list-style-type: none"> – uses genre or form appropriate to purpose and audience – uses text structures appropriate to form or genre – features a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships – develops a complete plot with characters, setting, problems, events, and resolutions, when in story form – shows an attempt to follow a poetic form, but stanzas may not have a logical division – features a thoughtful and effective title <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • What is the most important idea in your writing? What types of details did you include to support that main idea? • Show me a powerful sentence that makes a picture in your reader’s mind. What makes it powerful? • How did you grab your reader’s attention? What type of lead did you use? • Where did you get your information? Show me your draft/notes. Did you use all of your notes in your report? • Why did you choose the images you did in your poster? Tell us about the poster’s message. 	

Oral language, reading, and writing need to be taught and learned in an integrated way.

STRATEGIES (WRITING AND REPRESENTING)

General Learning Expectation: Students selectively use some strategies to increase success at writing and representing, including accessing basic reference resources as needed.

Teaching Consideration: Writing is a recursive, non-linear process. Although the strategies listed below are organized into the seemingly discrete stages of before, during, and after, in reality, these strategies may be used continuously throughout the writing process.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C4 use a variety of strategies before writing and representing, including</p> <ul style="list-style-type: none"> – setting a purpose – identifying an audience – participating in developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 	<ul style="list-style-type: none"> <input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., great leads, writing in the style of an author, showing rather than telling what is happening, examining anonymous writing samples) <input type="checkbox"/> set a purpose for the writing and representing and identify an audience (e.g., writing a personal memoir to share with reading buddy, writing an announcement for the school PA system) <input type="checkbox"/> generate ideas for writing and select a topic of personal connection (e.g., engage in brainstorming sessions and partner-talk, examine models of good literature/graphics) <input type="checkbox"/> narrow the topic to a manageable size (e.g., “All About Soccer” narrowed to “How to Score a Goal”) <input type="checkbox"/> make written plans and use graphic organizers (e.g., mind maps, fishbone, storyboards) to organize and sequence ideas <input type="checkbox"/> gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talking with others; interviewing informed people; using books, labels, charts and diagrams; using models of good literature, watching videos; sketching ideas; or making lists to sequence events)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C5 use a variety of strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> – referring to class-generated criteria – referring to word banks – examining models of literature/visuals – using information from multiple sources – consulting reference materials – revising and editing 	<ul style="list-style-type: none"> <input type="checkbox"/> continue to expand ideas from prewriting when writing or representing (e.g., add detail to webs, generate quick writes, examine picture books for style, incorporate vocabulary from word banks, list additional ideas, ask for feedback from others) <input type="checkbox"/> use examples or models of some forms of writing or representing to assist in organization of writing (e.g., picture book leads, headlines from simple news articles, large font on posters) <input type="checkbox"/> refer to and use class-generated criteria (e.g., use precise nouns and powerful verbs, “show rather than tell,” make a clear picture) <input type="checkbox"/> use appropriate print and electronic reference material to find additional information on a topic <input type="checkbox"/> enhance word choice (e.g., make lists of sensory words relating to the topic, use newly acquired vocabulary from a word bank, refer to and select from lists of connecting words) <input type="checkbox"/> create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different types and lengths) <input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the intended audience (e.g., party invitation vs. a letter to a grandparent) <input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check) <input type="checkbox"/> begin to revise and edit as the writing is created
<p>C6 use a variety of strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> – checking their work against established criteria – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., capitals, punctuation, spelling) 	<ul style="list-style-type: none"> <input type="checkbox"/> check writing against class criteria (e.g., variety of sentence types and lengths, precise language, legibility) <input type="checkbox"/> after checking work against criteria, select areas for revision, and revise to enhance work <input type="checkbox"/> accept and incorporate some revision suggestions from peers and teacher (e.g., add some descriptive vocabulary, detail on poster) <input type="checkbox"/> engage in editing a piece of writing independently or with a peer (e.g., use a proofreading guide independently or with a buddy, read work aloud, check spelling by referring to word walls and dictionaries, check punctuation, check that the text has appropriate visual features) <input type="checkbox"/> share and publish selected texts (e.g., gallery walks)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • How do you organize your ideas before you begin to write? • In your writing, how can you get your reader’s attention right away? • Find a place in your writing that makes a picture in your readers’ heads. What words or phrases create that picture? • When you get stuck in finding an idea or topic for your writing, what do you do? • If you were to include a picture in this piece of writing, what would it be and where would you put it? • What did you choose to revise in your work? What changes did you make? 	

Oral language, reading, and writing need to be taught and learned in an integrated way.

THINKING (WRITING AND REPRESENTING)

General Learning Expectation: Students use writing and representing in various ways to respond to texts, and to express and extend their thinking. They reflect on and assess their writing and representing, and set and pursue goals for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</i></p> <p><i>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C7 use writing and representing to express personal responses and opinions about experiences and texts	<input type="checkbox"/> respond in writing or representing by expressing feelings or thoughts about experiences and texts (e.g., something they have read, heard, or viewed; a field trip experience; information from a guest speaker, film, or science experiment) <input type="checkbox"/> use new vocabulary in a response <input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)
C8 use writing and representing to extend thinking, by <ul style="list-style-type: none"> – developing explanations – expressing an alternative viewpoint – demonstrating new understandings 	<input type="checkbox"/> explain the logic of the conclusions in their own writing and representations (e.g., in writing alternative endings to a story) <input type="checkbox"/> after participating in structured activities, explain and give evidence of their thinking through writing or representing <input type="checkbox"/> reorganize information from one form to another (e.g., rewrite the plot from one of the character's viewpoint, turn a poem into a collage) <input type="checkbox"/> revise some written passages to clarify meaning <input type="checkbox"/> demonstrate an awareness of other perspectives (e.g., how it would feel to be a new student in the class) by writing from someone else's viewpoint

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<ul style="list-style-type: none"> <input type="checkbox"/> describe some of the processes they used before, during, and after to create the product (e.g., prewriting, drafting, building criteria, revision, basic editing, and sometimes publishing or presenting) <input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others' work (e.g., compare work to class-developed criteria using a checklist, highlighting, or T-chart) <input type="checkbox"/> set personal goals for writing or representing (e.g., identify an important aspect to work on next) <input type="checkbox"/> create simple plans to reach the goals they have set <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take part in a writing celebration)
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • Show me some of the new content vocabulary you've included in your writing. • What part of your journal entry/information report lets the reader know how you feel or what you think about the topic? • When you choose to retell the plot from one of the character's viewpoints, which character are you going to choose? How will the plot change to show that character's viewpoint? • What new information or idea did you include in your writing? Where did you get this information? • Let's turn this story into a storyboard of pictures. Tell me about the pictures we might draw. • What changes did you make to your work? How did this improve it? • What trait are you most proud of in this piece of writing? • What trait would you like to work on next in your writing? What will you need to do? 	

FEATURES (WRITING AND REPRESENTING)

General Learning Expectation: Students use the features and conventions of language in their writing and representing to enhance meaning, clarity, and expression (e.g., conventional spelling, sentence variety, subject-verb agreement, use of new vocabulary).

Teaching Consideration: To increase students' success at writing, grammar and usage need to be taught and experienced in the context of student writing and not as isolated grammatical exercises.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p>The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.</p> <p>By the end of Grade 3, students who have fully met the Prescribed Learning Outcome are able to:</p>
<p>C10 use the features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> – complete simple and compound sentences – various sentence types (e.g., declarative, interrogative, imperative, exclamatory) – paragraphs, with some accuracy – correct subject-verb agreement – past and present tenses – noun and pronoun agreement – capitalization in titles of books and stories – punctuation at the end of sentences – apostrophes to form common contractions and to show possession – commas in a series, dates, addresses, and locations – new words from their oral language and reading experiences 	<p>Grammar and Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> use simple and compound sentences <input type="checkbox"/> use paragraphs, but divisions may be inconsistent <input type="checkbox"/> use correct tenses in simple and compound sentences <input type="checkbox"/> ensure subjects and verbs agree <input type="checkbox"/> use pronouns correctly <input type="checkbox"/> use past and present tenses <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> use periods, questions marks, or exclamation marks at the end of sentences <input type="checkbox"/> use commas in a series, dates, addresses, and locations <input type="checkbox"/> use apostrophes for common contractions and possessives <input type="checkbox"/> use capital letters appropriately in titles of books and stories <input type="checkbox"/> use quotation marks, although often inconsistently <p>Vocabulary and Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words; may use invented spelling of complex, technical, or specialized words <input type="checkbox"/> use spelling patterns and strategies, such as phonic knowledge or invented spelling, when writing regular three-syllable words, irregular plurals, and unknown words <input type="checkbox"/> identify frequently misspelled words, and develop strategies for learning to spell them correctly (e.g., “i” before “e,” except after “c”) <input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects <p>Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> print legibly and begin to show proper alignment, shape, and slant for cursive writing <input type="checkbox"/> appropriately space written work <input type="checkbox"/> ensure formatting consistency if word processing <input type="checkbox"/> ensure headings and titles are clear and helpful for a reader <input type="checkbox"/> use illustrations, charts, and diagrams to support the text

Suborganizer 'Features' PLO C10
continued next page

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Suborganizer 'Features' PLO C10, continued</i></p> <ul style="list-style-type: none"> – spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory – conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist – strategies for correctly spelling frequently misspelled words – legible print, and begin to show proper alignment, shape, and slant of cursive writing – spacing words and sentences consistently on a line and page 	
<p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • Read your work aloud and listen for missing words and to make sure it makes sense. • How can you revise your work to create variety in your sentences? • How can we combine those two sentences into one? • Are there any words you are not certain about? What do you do when you need to spell a word you are unsure of? How else could we check? • Show me where you have included conversation in your story. Check, did you punctuate it correctly? 	



CLASSROOM ASSESSMENT MODEL

English Language Arts Grade 3

UNDERSTANDING THE CLASSROOM ASSESSMENT MODEL

The Classroom Assessment Model provides assessment examples for each curriculum organizer at each grade level in English Language Arts K to 7. This document contains the assessment examples for Grade 3. These examples, contributed by BC classroom teachers, show how assessment for learning and assessment as learning strategies can be integrated with instructional planning, and how teachers use classroom assessment data to monitor student learning and make adjustments in their teaching. The main purposes of these kinds of assessments are to help teachers select appropriate instruction and intervention strategies for the Gradual Release of Responsibility, and to engage students in metacognitive self-assessment and goal-setting that can increase their success as learners.

This organization is not intended to prescribe a particular means of course delivery or to emphasize the importance of some outcomes over others. Teachers are encouraged to address the learning outcomes in any order, and to combine, organize, and modify the examples to meet the needs of their students and to respond to local requirements. Some students with special needs may have learning outcomes set for them that are modified and documented in their Individual Education Plan (IEP). For more information, see the section “Considerations for Program Delivery: Inclusion, Equity, and Accessibility for All Learners” in this IRP.

For examples of assessment for learning, assessment of learning, and assessment as learning, see the section “Student Achievement: Classroom Assessment and Evaluation.”

In each example, the teacher has selected some Prescribed Learning Outcomes to emphasize in the lessons being taught. This is intended to show how

teachers make assessment and instructional decisions for a particular lesson sequence, and does not imply that these outcomes are more important than others for the same grade level. At other times, the same teacher will plan learning experiences for students that focus on different learning outcomes. Teachers are encouraged to address the learning outcomes in any order, and to combine and organize them to meet the needs of their students and to respond to local requirements.

In these examples, the teacher’s and students’ assessments are also guided by more specific criteria appropriate to the instructional focus. Criteria matching the Prescribed Learning Outcomes in each example have been selected from a variety of sources such as the BC Performance Standards, and have also been developed with students. The criteria help both teacher and students focus on what to look for in students’ learning and performance, and they are used by both teacher and students to evaluate progress toward the learning outcomes. In most examples, the teacher has used more than one form of assessment, usually including both teacher observation and data collection, and student self-assessment. This illustrates how information from a variety of assessments informs a teacher’s understanding of students’ progress and learning needs in the context of everyday instruction.

Each example also provides a brief look into the teacher’s thinking about student learning, shown in “thinking bubbles” next to the assessment data. Sometimes the teacher focusses on an individual student’s learning; at other times on the progress of the class as a whole. The cycle of assessment and instruction is ongoing, and formative assessment based on explicit criteria shapes classroom teaching and learning from day to day.

Assessment and Evaluation Tools and Techniques

Teachers should consider using a variety of techniques to assess students' abilities to meet the Prescribed Learning Outcomes. Tools and techniques for assessment in English Language Arts K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, scoring guides, and rubrics
- self-assessment tools such as checklists, rating scales, scoring guides, and response sheets
- peer assessment tools such as checklists, rating scales, scoring guides, and response sheets
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in English Language Arts K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching
- personal pledges or contracts

For more information about student assessment, including Suggested Achievement Indicators of student performance, refer to the section entitled "Student Achievement." The Suggested Achievement Indicators provide a useful resource for developing criteria for specific teaching and learning experiences.

Considerations for Instruction and Assessment in English Language Arts K to 7

It is highly recommended that parents and guardians be kept informed about all aspects of English Language Arts K to 7. For suggestions about involving parents and guardians, refer to the "Considerations for Program Delivery" section of this IRP.

Teachers are responsible for setting a positive classroom climate in which students feel comfortable learning about and discussing topics in English Language Arts K to 7.

Teachers may wish to consider the following:

- Involve students in establishing guidelines for group discussion and presentations. Guidelines might include using appropriate listening and speaking skills, respecting students who are reluctant to share personal information in group settings, and agreeing to maintain confidentiality if sharing of personal information occurs.
- Promote critical thinking and open-mindedness, and refrain from taking sides on one point of view.
- Develop and discuss procedures associated with recording and using personal information that may be collected as part of students' work for the purposes of instruction and/or assessment (e.g., why the information is being collected, what the information will be used for, where the information will be kept; who can access it – students, administrators, parents – how safely it will be kept).
- Ensure students are aware that if they disclose personal information indicating they are at risk for harm, then that information cannot be kept confidential.

For more information, see the "Considerations for Program Delivery: Confidentiality" section in this IRP.

Contents of the Classroom Assessment Model
Assessment Overview Tables

Assessment Overview Tables are located at the beginning of the Classroom Assessment Model for each grade from 1 to 7. These tables identify the cognitive level (Knowledge, Understanding and Application, and Higher Mental Processes) of each outcome. Also included in the table is a suggested weight for grading for each curriculum organizer.

Overview

Each sample in the Classroom Assessment Model begins with a description of previous learning experiences, the context, and the assessment activity.

Criteria for Assessment

Each sample contains a list of the specific Prescribed Learning Outcomes assessed through the activity. The selected criteria describe the sources for the criteria the teacher included, and sample criteria used by the teacher for assessment. Finally, a student self-assessment is included.

Assessment Samples

A variety of samples are included in this section, depending on the task and context. In many cases, sample student work (with teacher comments) is included to show how teachers used the assessment data as, and for, learning.

USING THE CLASSROOM ASSESSMENT MODEL

CLASSROOM ASSESSMENT MODEL • Grade 4

ENGLISH LANGUAGE ARTS GRADE 4: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 4.

Curriculum Organizers/ Suborganizers	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain*		
			K	U&A	HMP
ORAL LANGUAGE (SPEAKING AND LISTENING)					
Purposes	25-35%	3		3	
Strategies		4		3	
Thinking		4		1	3
Features		2		2	
READING AND VIEWING					
Purposes	40-50%	4		4	
Strategies		3		3	
Thinking		3			3
Features		1		1	
WRITING AND REPRESENTING					
Purposes	25-35%	4		4	
Strategies		3		3	
Thinking		3			3
Features		1		1	
TOTALS	100%	34			

*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

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Assessment Overview Table (for Grades 1 to 7)

The assessment overview table includes

- suggested weighting of each curricular organizer
- cognitive levels of each outcome

Overview

The overview includes

- a description of prior learning in the classroom
- the classroom context
- a description of the activity, including what occurred before, during, and after the activity to support student learning

CLASSROOM ASSESSMENT MODEL • Grade 4 • Oral Language

GRADE 4: ORAL LANGUAGE
ORAL PARTICIPATION IN LITERATURE CIRCLES

PREVIOUS LEARNING EXPERIENCES	DESCRIPTION
Students have had practice in or exposure to reading strategies such as making and sharing connections and asking questions. They have also worked on sharing ideas orally and taking turns as speaker and listener. Students have learned how to choose a passage in what they were reading to share with their literature circle group. They have also had practice using literature circle discussion starters (e.g., "I felt...when...because..." "If I were the author I would change...because..." "I had the same thing happen to me when..." etc.) to further discuss the connections they were making during reading.	Before the literature circles, students read a chapter in their books independently, or in partners for those needing extra support. They each chose a passage from the chapter they wanted to share with their group. Students were encouraged to choose a passage that they could connect to, had questions about, found powerful language in, etc. They were expected to share with their group why they had chosen the passage (e.g., "I had a connection to..." "I'm wondering about..." "I liked..." "This is my favourite part...").
CONTENT Students in this class have been working in literature circle groups for several weeks. The teacher has been assessing different students during each literature circle session. In this session, students were in heterogeneous groups reading texts at the right level for their group. There were no more than six students in each group. The teacher was interested in assessing the oral language of two specific students. One assessment is included in this example.	Students then met with their literature circle groups. Student A read his or her selected passage to the group. Each group member said something about the passage that had been shared. Many used discussion starter stems to frame their ideas (e.g., "That part makes me feel...because..."). After all other group members shared their thoughts, Student A explained the reasons he or she chose the selected passage. During these activities, the teacher monitored the group's interactions and observed two individual students.

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CLASSROOM ASSESSMENT MODEL • Grade 1 – Writing and Representing

Criteria for Assessment

PRESCRIBED LEARNING OUTCOMES

- C3 create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring:
 - ideas represented through sentences and images that generally connect to a topic
 - developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language
 - developing word choice by attempting to use new and descriptive words
 - developing voice by showing some evidence of individuality
 - an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end
- C5 use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)
- C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts
- C10 use some features and conventions of language to express meaning in their writing and representing, including:
 - complete simple sentences
 - “s” to form plural of familiar words
 - capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
 - a period to mark the end of a sentence
 - words from their oral language vocabulary as well as less familiar words from class-displayed lists
 - knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
 - spelling phonically irregular high-frequency words from memory
 - attempting to spell unknown words through phonic knowledge and skills and visual memory
 - legible printing from left to right of all uppercase and lowercase letters
 - appropriate spacing between letters and between words

SELECTED CRITERIA

- The teacher developed assessment criteria from a variety of sources, including:
 - Quick Scale: Grade 1 Writing Stories and Poems (see following example)
 - Student-friendly rubric developed with the students using the language of the BC Performance Standards for Writing (see following sample)

Assessment Criteria for this Activity

The student can

- ☒ create imaginative stories that
 - generally make sense and focus around a central idea
 - show some individuality
 - include characters and action
 - include a problem and solution
 - use description and story language
 - show logical sequencing
 - use basic conventions of writing
- ☒ produce writing that can stand alone
- ☒ contribute to class discussions about the self-assessment process
- ☒ talk to peers to develop ideas

STUDENT SELF-ASSESSMENT

- ☒ I can evaluate my writing using a rubric.
- ☒ I can set a writing goal.

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Criteria for Assessment

- Prescribed Learning Outcomes assessed
- selected criteria used by the teacher
- student self-assessment – prompts used to help students engage metacognitively in their learning

CLASSROOM ASSESSMENT MODEL • Grade 3 – Writing and Representing

ASSESSMENT SAMPLES FOR GRADE 3 WRITING AND REPRESENTING: COMPOSING A POEM

1. Student writing sample

A ladybug lays an egg on a pussywillow bud,
It's a fluffy as a hamster,
As gentle as a kitten's paw,
As soft as a snowball,
As fluffy as a furry ball,
A pussywillow is a little ball for a cricket,
As small as a mouse ear,
As fuzzy as a peach.
I like pussywillows!

Teacher: I think that the graphic organizer really helped to elicit and organize students' thoughts. As I circulated the room I was able to give feedback and support, as well as share exemplary examples of students' work with the class.

Teacher: I focused mainly on the “meaning,” “poems,” and “conventions” aspects of the rubric when assessing the children’s poems that most students were able to meet or full expectations using a structured poetic form. I am wondering if students would be able to free form poem with less structure provided fully meet expectations. I might try this as a different artifact (e.g., an acorn top) as a follow-up without providing modelling and guidance.

ENGLISH LANGUAGE ARTS

Student Samples

Sample student work, with teacher comments

Assessment Tools

Rubrics used by the teacher to assess student progress

CLASSROOM ASSESSMENT MODEL • Grade 3 – Writing and Representing

2. Teacher assessment of student writing using the Quick Scale for Grade 3 Writing Stories and Poems

QUICK SCALE: GRADE 3 WRITING STORIES AND POEMS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	The writing is often very brief, disjointed, or disjointed and flawed by repeated basic errors. The student needs ongoing support.	The writing presents loosely connected events or ideas, with some detail parts may be hard to follow or flawed by frequent errors.	The writing is a complete, easy-to-follow story or poem with some interesting detail.	The writing is an engaging story or poem with some originality.
MEANING	• may not have a “story problem” or purpose • few details • use of detail	• often based on another selection • some details	• some individuality; considers reader’s reaction • some supporting details add “colour”	• some originality and creative development; tries to make an impact • supporting details add “colour”
STYLE	• basic, simple sentences often long and rambling or short and stilted, little variety	• generally simple language; some description • repeats simple and compound sentences (some may run on)	• clear, some “story language” and description • some variety in sentences	• clear, varied, and often expressive; may experiment with new language • flows smoothly; varied sentences
FORM STORIES	• may be very brief; loosely related events without an introduction • characters are not described; no clear dialogue	• includes beginning, middle, and end; often loses focus and ends abruptly • characters are identified, may include dialogue	• develops logically sequenced events from a “story problem” to a reasonable solution • characters have some individuality; often includes dialogue	• develops smoothly from an engaging opening; tries to create suspense or interest; reaches a satisfying conclusion • characters have personality; dialogue often sounds natural
POEMS	• poetic form or template • needs a frame or template • may be one-word responses • attempts some descriptive language	• attempts a poetic form, but often writes in sentences • attempts some descriptive language	• attempts to use a poetic form; may lapse in places • some descriptive language	• uses a poetic form • includes some descriptive and figurative language
CONVENTIONS	• frequent basic errors • complete sentences • spelling • capital • end of sentence punctuation • correct persons	• may include several errors, but these do not interfere with basic meaning • legible	• may include some errors, but these do not interfere with meaning • legible; clearly presented	• few errors; these are usually caused by taking risks with newly acquired or complex language • legible; care in presentation

Adapted from the BC Performance Standards for Writing.

ENGLISH LANGUAGE ARTS K TO 7 • 513



CLASSROOM ASSESSMENT MODEL

Grade 3

ENGLISH LANGUAGE ARTS GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide some guidelines for suggested weighting of assessment and evaluation of English Language Arts Grade 3.

Curriculum Organizers/ Suborganizers	Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain*		
			K	U&A	HMP
ORAL LANGUAGE (SPEAKING AND LISTENING)					
Purposes	40-60%	3		3	
Strategies		3		3	
Thinking		4		1	3
Features		2		2	
READING AND VIEWING					
Purposes	20-40%	4		4	
Strategies		3		3	
Thinking		3			3
Features		1		1	
WRITING AND REPRESENTING					
Purposes	20-40%	3		3	
Strategies		3		3	
Thinking		3			3
Features		1		1	
TOTALS	100%	33			

*The following abbreviations are used to represent the three cognitive levels within the cognitive domain:
K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

GRADE 3: ORAL LANGUAGE

GENERATING SOLUTIONS TO PLAYGROUND PROBLEMS

PREVIOUS LEARNING EXPERIENCES

Students have participated in class meetings and structured small groups. They are experienced in taking group roles such as recorder, questioner, and encourager.

CONTEXT

Students in this class have had some difficulties solving playground problems independently. They are avid soccer players, and spend every recess and lunch on the soccer field. Students regularly return to class with hurt bodies and feelings, and a list of problems and complaints. The teacher developed the following process to deal with the problems and complaints.

DESCRIPTION

To begin, the teacher asked students to describe ways to interact effectively in groups. As part of the process, the class developed criteria for effective oral communication, such as looking at the speaker, asking questions, and taking turns (see rubric in the following Student Sample section).

Students brainstormed the problems they had experienced in soccer games, while the teacher listed the problems on a chart. Then the teacher explained the task students would do in small groups: choose a problem from the list, decide on one or more good solutions, record ideas on a problem solution T-chart, and prepare to share

with the rest of the class, giving the problem, the solution(s), and an explanation of why the solution(s) would be good one(s) to use. The teacher organized the students into groups of three and assigned a recorder, a questioner, and an encourager.

Groups discussed the soccer problems, recorded solutions, and decided how to present their problems and solutions. The students were given time to rehearse their presentations. As students were interacting, the teacher observed and assessed the oral communication strategies they used, making anecdotal notes using the selected criteria listed on the following page. The teacher also used the Rubric for Oral Language (see following example) to summarize the patterns of student communication behaviours within the class.

As groups described and explained the effectiveness of their solution(s), the teacher encouraged the class to ask questions such as

- How do you think the solution will help?
- Is this solution safe?
- Will it work?
- Can we do it?
- How will that solution affect the game?

After the presentations, groups reconvened to write a summary of the problem and their solution(s).

At the end of the activity, students completed the self-assessment rating scale on their oral communication skills.

Criteria for Assessment

PRESCRIBED LEARNING OUTCOMES

- A1 use speaking and listening to interact with others for the purposes of
 - contributing to a class goal
 - sharing ideas and opinions
 - making connections
 - solving problems
 - completing tasks
- A4 use a variety of strategies when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener
- A6 use a variety of strategies when listening to make and clarify meaning, including
 - accessing prior knowledge
 - making predictions about content before listening
 - focussing on speaker
 - listening for specifics
 - asking questions
 - recalling and summarizing
 - visualizing
 - monitoring comprehension
- A11 use the features of oral language to convey and derive meaning, including
 - text structure
 - sentence lengths and types
 - transitions
 - syntax (i.e., grammar and usage)
 - enunciation
 - receptive listening posture

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*continued***Criteria for Assessment****SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Grade 3 Rubric for Oral Language (see following example)
- Grade 3 Suggested Achievement Indicators (see Student Achievement section)
- Student-generated criteria from class discussions

Assessment Criteria for this Activity

The student can

- ☐ engage in small group and whole-class discussion to solve a problem
- ☐ share ideas, opinions, and feelings relevant to class activities and discussions
- ☐ balance the roles of self as speaker and listener
- ☐ recognize when information is not making sense
- ☐ ask questions to clarify
- ☐ compare own predictions and opinions with those of others
- ☐ explain a simple problem or issue
- ☐ in structured situations (e.g., role play, A/B partners, classroom discussions), suggest ways to use language to resolve problems
- ☐ with teacher support, consider the impact of various choices

STUDENT SELF-ASSESSMENT




Students generated the following list of criteria as part of this activity. The teacher then created a self-assessment rating scale for students to complete at the end of the activity.

- ☐ I kept my eyes on the speaker.
- ☐ My body was facing the speaker.
- ☐ I asked questions when I didn't understand.
- ☐ I repeated what was said so that I could understand it better.
- ☐ I waited my turn to speak without interrupting.
- ☐ I encouraged others to share their ideas.
- ☐ I complimented other people's ideas.
- ☐ I shared my ideas in a clear voice.
- ☐ I set a goal to improve my communications skills.
- ☐ I suggested ways to help make the group work better.

ASSESSMENT SAMPLES FOR GRADE 3 ORAL LANGUAGE: GENERATING SOLUTIONS

1. Student sample self-assessment for communication skills

Student Self-Assessment for Communication Skills

Criteria:			
I kept my eyes on the speaker.	✓		
My body was facing the speaker.	✓		
I asked questions when I didn't understand.		✓	
I repeated what was said so that I could understand it better.			✓
I waited my turn to speak without interrupting.		✓	
I encouraged others to share their ideas.	✓		
I complimented other people's ideas.		✓	
I shared my ideas in a clear voice.	✓		

Goal Setting:

One thing I could do to improve my communications skills is look at
the speaker and don't get
distracted.

One thing I could do to help make the group work better is complement
peoples good ideas.

Teacher: At the start of the lesson I wanted students to generate a list of criteria for effective oral communication. By using their criteria on a self-assessment worksheet, I am encouraging them to participate in the assessment process and take responsibility for improving their own behaviours.

I realize I need to teach students how to paraphrase ideas expressed by their peers, in order for them to learn how to clarify ideas and check for understanding. It would also help students remain engaged in the conversation.

2. Teacher's highlighted copy of Grade 3 Rubric for Oral Language

GRADE 3 RUBRIC FOR ORAL LANGUAGE

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
STRATEGIES <ul style="list-style-type: none"> uses polite language to encourage interaction with others focusses on the speaker, maintaining a "listening" posture without interrupting when offering ideas, speaks and positions self so others can see and hear asks questions to find out others' ideas 	<ul style="list-style-type: none"> uses polite language, with teacher support focusses on speaker, sometimes maintaining a "listening" posture speaks and positions self so others can see and hear, with teacher support asks questions to find out others' ideas, with teacher support 	<ul style="list-style-type: none"> uses polite language voluntarily focusses on speaker, maintaining a "listening" posture speaks and positions self so others can see and hear asks some questions to find out others' ideas 	<ul style="list-style-type: none"> uses polite language voluntarily to encourage interaction with others focusses on speaker, maintaining a "listening" posture without interrupting speaks and positions self so others can see and hear to show awareness of audience asks relevant questions to find out others' ideas 	<ul style="list-style-type: none"> voluntarily shows respect to others consistently focusses on speaker, maintaining a "listening" posture without interrupting, and responds appropriately speaks and positions self so others can see and hear, adjusting to audience's needs asks relevant questions to find out others' ideas and respond accordingly
EXCHANGING IDEAS/ INFORMATION <ul style="list-style-type: none"> offers ideas related to the problem asks questions to find out and clarify others' views shares opinions and gives reasons shares in completing tasks 	<ul style="list-style-type: none"> offers ideas related to the problem, with teacher support asks questions to clarify others' views, with teacher support gives opinions, with teacher support contributes to shared tasks, with teacher support 	<ul style="list-style-type: none"> offers ideas related to the problem, directly or indirectly asks questions shares opinions contributes somewhat to shared tasks 	<ul style="list-style-type: none"> offers ideas related to the problem asks questions to find out and clarify others' views shares opinions and gives reasons contributes willingly to shared tasks 	<ul style="list-style-type: none"> offers constructive ideas related to the problem asks questions to find out, clarify, and extend others' views shares opinions and gives reasons; may consider more than one point of view contributes willingly to shared tasks; may help others
LISTENING <ul style="list-style-type: none"> recalls key ideas contributes accurate information to create a shared summary of other presentations 	<ul style="list-style-type: none"> recalls some key ideas, with teacher support contributes information to a shared summary, with teacher support 	<ul style="list-style-type: none"> recalls some key ideas contributes limited information to a shared summary 	<ul style="list-style-type: none"> recalls key ideas contributes accurate information to create a shared summary 	<ul style="list-style-type: none"> recalls key ideas; may be able to provide extensive detail contributes accurate information to create a shared summary; may take leadership
REFLECTION <ul style="list-style-type: none"> given a frame, describes own behaviour and identifies a simple goal 	<ul style="list-style-type: none"> identifies a simple goal appropriately, with teacher support 	<ul style="list-style-type: none"> describes own behaviour and identifies a goal 	<ul style="list-style-type: none"> describes own behaviour and identifies a reasonable goal 	<ul style="list-style-type: none"> describes own behaviour and identifies a reasonable goal with adequate detail

GRADE 3: READING AND VIEWING

GATHERING AND ORGANIZING FACTS FROM INFORMATIONAL TEXT

PREVIOUS LEARNING EXPERIENCES

Students have had opportunities to use a range of written and visual resources to find information about a variety of topics. Students were familiar with graphic organizers such as the K-W-L chart, as well as the inquiry approach to research (i.e., starting with questions you want to find the answers to, in order to guide your research). Prior to starting this research project, the teacher brainstormed with students to identify criteria for effective informational reading strategies (e.g., rereading, skimming, or reading ahead to locate information; using graphophonics, meaning, and syntax in combination to decode unfamiliar words). The teacher and students generated a list of Canadian animals that would be appropriate topics for an animal research study, and the teacher modelled how to narrow down a topic (e.g., bears to grizzly bears).

CONTEXT

The teacher capitalized on students' interest in animals to develop a unit on reading and viewing informational texts. To become familiar with the range of resources they might use, students explored pictures, videos, picture books, the Internet (e.g., "Enchanted Learning"), and other reference materials about Canadian animals provided by the teacher.

DESCRIPTION

Before reading

The teacher introduced students to the text features found in informational text (e.g., titles, headings, captions). The teacher reviewed the strategies and approaches needed to read and view informational text and discussed how they are different from the strategies and approaches used when reading literature. The teacher modelled how to choose four questions that a student might be most interested in learning about their particular animal, using the "Wonder" section of the K-W-L chart, and how to set up the questions on a fact-gathering graphic organizer (see following sample).

During reading

Students chose the Canadian animal they wished to learn more about, and then did a K-W-L to record what they already knew and what they wondered about the animal. Next, students worked in guided reading groups to read and find the answers to their questions, using articles or books at their instructional levels. Students located and recorded main ideas and relevant details under their four questions of inquiry. The teacher reminded the students to write only key words or phrases.

While they were reading, the teacher conducted running records with several individual students, noting the strategies they were using to figure out unfamiliar words (phonics, word structure, context clues), and whether they were rereading when it did not make sense.

This teacher also used the Grade 3 Reading Information Quick Scale when conferencing with students. During the conference, the teacher asked questions based on the Quick Scale to help students assess their reading, and highlighted the appropriate sections on the Quick Scale according to students' responses. The following questions were asked during these conferences:

- What reading strategies did you use when you came to a word you didn't know?
- What reading strategies did you use when something didn't make sense?
- What was the most interesting or surprising thing you read?
- Did the information from the reading answer any of the questions you were wondering about?
- What do you still need to find out?

After reading

Students used their facts to write a paragraph for each of their questions, with a topic sentence, supporting details, and a closing sentence. Students were invited to include a labelled diagram to enhance their work.

Criteria for Assessment

PRESCRIBED LEARNING OUTCOMES

- B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as
 - non-fiction books
 - textbooks and other instructional materials
 - materials that contain simple diagrams, charts, or maps
 - reports and articles from children’s magazines
 - reference materials
 - web sites designed for children
 - instructions and procedures
- B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)
- B5 use a variety of strategies before reading and viewing, including
 - accessing prior knowledge to make connections
 - setting a purpose
 - making predictions
 - asking questions
 - previewing texts
- B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting
 - making connections
 - visualizing
 - asking and answering questions
 - using ‘text features’
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - summarizing
- B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including
 - self-monitoring and self-correcting
 - generating and responding to questions
 - generating a response
 - visualizing
 - retelling and summarizing
 - using ‘text features’ to locate information
 - using graphic organizers to record information
- B8 respond to selections they read or view, by
 - expressing an opinion with some supporting evidence
 - making text-to-self, text-to-text, and text-to-world connections
 - giving reasons for choosing to read or view particular texts
- B9 read and view to extend thinking, by
 - predicting
 - developing connections and explanations
 - distinguishing between fact and fiction
 - drawing conclusions
- B11 recognize and derive meaning from the structures and features of texts, including
 - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
 - literary elements (e.g., plot, conflict, theme, character, setting)
 - literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration)
 - ‘text features’ (e.g., headings, diagrams, columns, sidebars)

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Criteria for Assessment

SELECTED CRITERIA

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 3 Reading Information (see following example)
- Grade 3 Suggested Achievement Indicators (from Student Achievement section)

Assessment Criteria for this Activity

The student can

- ☐ use a variety of both print and electronic reference sources
- ☐ accurately identify or summarize main topics addressed in a selection
- ☐ create logical categories and sort information with some prompting
- ☐ identify relevant details in response to questions or activities
- ☐ use relevant details in answers and explanations
- ☐ use prior knowledge and preview to generate prereading questions
- ☐ point out 'text features' in simple information text and suggest what purpose they serve
- ☐ use appropriate 'text features' (e.g., headings, captions, illustrations) to find information and figure out unfamiliar words
- ☐ reread and skim to find specific details
- ☐ use graphophonics, meaning, and syntax in combination to decode unfamiliar words
- ☐ use graphic organizers to support comprehension
- ☐ use graphic organizers to record information

STUDENT SELF-ASSESSMENT

- ☐ I can offer reactions and opinions with some supporting reasons or explanation.
- ☐ I can identify the strategies used before and during reading to make meaning and figure out words.

**ASSESSMENT SAMPLES FOR GRADE 3 READING AND VIEWING:
GATHERING AND ORGANIZING FACTS FROM INFORMATIONAL TEXT**

1. Student sample of fact-gathering organizer

Spirit bear		Kermode bear	
What is their life cycle like?	What do they look like?	How did they get there?	What do they eat?
in the summer	Fur Waxydry	Remembered from	omnivorous (meat & plant)
- babies come in Jan or Feb	White	the beginning of the world and	grass, honey, nuts, fruit
- 4 cubs	Part of black bear family	from the spirit of the beginning of the earth.	mice, grass, ants, cats, ground squirrels, fish
- two cubs born	Lot of black bears is white		lots of salmon
	little black ears		drink alot
	variation of the black bear		
	300 lbs full grown		
	brown eyes and beige noses.		

Teacher: Given the fact that the science and social studies curricula deal with animal life cycles and Canadian geography, I chose Canadian animals as the focus for research. I chose the inquiry approach to research because it is student-driven and student-centred, giving them choice in what they research. This research project has allowed me to integrate the language arts into other curriculum areas.

2. Transcript of student writing from an organizer

Spirit Bears got their name from something very special.

Spirit Bears were remembered from the beginning of the earth.

When the eagle started the earth it was all white but it was turning green. So the eagle wanted something to remind him so he made the Spirit Bear. I think the Spirit Bear is very special.

Spirit bears have very cozy fur.

Spirit bears have warm, dry and white fur. When they are full-grown they are about 300 pounds.

They grow a lot and gain more weight when they grow. They also have webbed paws, beige noses and brown eyes. Spirit bears are very different looking than humans.

Why do Spirit bears have babies? They have babies because they are close to extinction! They usually mate in the summer and their babies usually get born in January or February. There is an estimate of 4 babies but 2 are born in the first year and the other 2 are born later. I hope spirit bears don't go extinct.

Did you know that Spirit bears are omnivorous?

Spirit bears are omnivorous (they eat meat and plants).

Some plants they eat are: grass, roots, fruit, grasshoppers, honey, ants, and nuts. Some meats that they eat are: lots of salmon, mice, fish, and ground squirrels. And they drink a lot! I think that I don't want to be a spirit bear because I don't like what they eat.

Teacher: While conferencing with students I noticed that most of them were able to use phonics and word structure to sound out unfamiliar words. However, many students needed support to reread using context clues when passages did not make sense. If students improve their ability to use context clues and reread to check for understanding, their comprehension of text should improve. I will focus on this during reading instruction.

I also noticed that many students had difficulty comparing and making connections between different sources of information. As a result, I am going to try using a Venn diagram to compare two sources of information on the same question of inquiry, e.g., "What do Spirit Bears eat?" This should help students see ways that two pieces of text can contain similarities and differences.

3. Teacher's highlighted copy of the Grade 3 Quick Scale for Reading Information

QUICK SCALE: GRADE 3 READING INFORMATION

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete basic comprehension tasks with some support. Work often lacks detail.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete related tasks independently. Work is accurate and complete.</i>	<i>The student is able to read information and procedures with some complex ideas and language, and complete related tasks independently. Work often exceeds basic requirements.</i>
STRATEGIES • adjust for purpose • word skills • comprehension strategies	<ul style="list-style-type: none"> relies on sounding-out; has difficulty using context clues does not use text features to make sense of the selection may attempt to recall or guess rather than reread for details 	<ul style="list-style-type: none"> uses phonics and context clues with support needs help to use text features (e.g., headings, diagrams) rereads to find details; may be inefficient 	<ul style="list-style-type: none"> uses phonics, word structure, and context clues uses text features (e.g., headings, diagrams); may need prompting rereads and skims for details 	<ul style="list-style-type: none"> combines phonics, word structure, and context clues efficiently uses text features (e.g., headings, diagrams) rereads and skims for details; efficient
COMPREHENSION • accuracy and completeness • main ideas • details • note-making, information organization • inferences	<ul style="list-style-type: none"> responses to questions or tasks are often incomplete; may be inaccurate identifies topic may recall some relevant details if prompted needs support to locate, record, and organize information 	<ul style="list-style-type: none"> responses to questions or tasks are generally accurate, but may be vague or lack detail identifies most main ideas gives some relevant details records information without much organization 	<ul style="list-style-type: none"> responses to questions or tasks are accurate, clear, and complete identifies main ideas gives relevant details organizes information; may create logical categories 	<ul style="list-style-type: none"> responses to questions or tasks are accurate, clear, and thorough; may include inferences identifies main ideas; concise gives specific, relevant details organizes information; can create logical categories
ANALYSIS • connections to other information	<ul style="list-style-type: none"> unable to tell how new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> with support, tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> tells some ways new information is like or unlike other information; may question new information

Adapted from the BC Performance Standards for Reading

GRADE 3: WRITING AND REPRESENTING

COMPOSING A POEM

PREVIOUS LEARNING EXPERIENCES

Students have frequently read, listened to, and written poetry. The teacher has presented a series of lessons on different kinds of poetry and their features, and students have written many different types of poems. Students have used magnifying glasses previously. They have had experiences drafting, revising, and editing their work. They have also used visual organizers to record sensory words/pictures.

CONTEXT

Students were engaged in a hands-on class activity to develop sensory vocabulary to use in describing images about pussy willows. They followed a poetic form modelled by the teacher that takes information from a graphic organizer and arranges descriptive sentences and comparisons on the page.

DESCRIPTION

Before writing

Students used magnifying glasses to examine a stalk of pussy willow. The teacher provided the following prompts:

- What does the pussy willow look like?
- Close your eyes and stroke the pussy willow. What does it feel like?
- It is as soft as...
- It is as gentle as...

- If you were a very tiny creature, what could the pussy willow be used for?
- What else could a pussy willow be used for?

Students recorded their ideas on the graphic organizer and drew pictures of the images that came to mind. They met in groups of three and discussed their thoughts and ideas and the images they had drawn. The class reviewed what they had learned about descriptive language and creating images. The teacher reminded the students that poems do not have to rhyme. She also reviewed Prescribed Learning Outcome C3 (see following Prescribed Learning Outcomes) with the class to set criteria for an effectively written poem.

During writing

Students wrote poems titled “What is a Pussy Willow?” following the poetic form provided by the teacher. They read their first draft to a partner. In response, partners made one positive comment, asked a question about the ideas or word choice in the poem, and made one suggestion to improve the poem. Students incorporated the suggestions as they completed their draft. Next, students revised their draft a second time after considering the following question: “When revising your poem, what descriptive word could you add or change to make a stronger picture or image?” Students revised their work using criteria developed with the teacher (PLO C3).

Looks like (size, shape, colour, comparison, e.g., as tiny as...)	How could a very tiny creature use this?
Feels like (as soft as...)	What else could it be used for?

After writing

Students shared their work in a poetry celebration such as a Poetry Café. (In a Poetry Café, lights are dimmed, and students share their poems. The

audience snaps their fingers in appreciation rather than clapping.) They then completed the following self-assessment.

Criteria:	Yes	Sometimes	No
I created strong images or pictures with my words.			
I used powerful describing words.			
I made interesting, original comparisons (e.g., “as soft as…”).			
I used the suggestion(s) given to me from my classmate and teacher to improve my poem.			
My printing was neat and legible.			
I put a space between my words and consistently formed my letters properly on the lines.			
I spelled familiar and frequently used words correctly.			
I put a capital at the beginning of every line and used commas and periods appropriately.			

The most powerful line in my poem is _____

because _____

Criteria for Assessment

PRESCRIBED LEARNING OUTCOMES

- C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring
 - ideas developed through interesting sensory detail
 - sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural
 - experimentation with word choice by using new, unusual words and varied descriptive and sensory language
 - an emerging voice demonstrating a developing writing style
 - an organization that develops logically from an engaging opening through to a satisfying ending
- C6 use a variety of strategies after writing and representing to improve their work, including
 - checking their work against established criteria
 - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
 - editing for conventions (e.g., capitals, punctuation, spelling)
- C7 use writing and representing to express personal responses and opinions about experiences and texts
- C10 use the features and conventions of language to express meaning in their writing and representing, including
 - complete simple and compound sentences
 - various sentence types (e.g., declarative, interrogative, imperative, exclamatory)
 - paragraphs, with some accuracy
 - correct subject-verb agreement
 - past and present tenses
 - noun and pronoun agreement
 - capitalization in titles of books and stories
 - punctuation at the end of sentences
 - apostrophes to form common contractions and to show possession
 - commas in a series, dates, addresses, and locations
 - new words from their oral language and reading experiences
 - spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory
 - conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
 - strategies for correctly spelling frequently misspelled words
 - legible print, and begin to show proper alignment, shape, and slant of cursive writing
 - spacing words and sentences consistently on a line and page

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Criteria for Assessment**SELECTED CRITERIA**

The teacher developed assessment criteria from a variety of sources, including

- Quick Scale: Grade 3 Writing Stories and Poems (following this sample)
- Grade 3 Suggested Achievement Indicators (from Student Achievement section)

Assessment Criteria for this Activity

The student can

- ☐ enhance descriptions through sensory details
- ☐ develop a topic that shows imagination and may be original
- ☐ show a sense of audience and attempt to make an impact
- ☐ use some figurative language to create descriptive images (i.e., includes similes, metaphors)
- ☐ show emerging individuality in writing style
- ☐ attempt to follow a poetic form
- ☐ use conventional spelling for familiar and frequently used words

STUDENT SELF-ASSESSMENT

- ☐ I created strong images or pictures with my words.
- ☐ I used powerful describing words.
- ☐ I made interesting, original comparisons (e.g., “as soft as…”).
- ☐ I used the suggestion(s) given to me from my classmate and teacher to improve my poem.
- ☐ My printing was neat and legible.
- ☐ I put a space between my words and consistently formed my letters properly on the lines.
- ☐ I spelled familiar and frequently used words correctly.
- ☐ I put a capital at the beginning of every line and used commas and periods appropriately.

ASSESSMENT SAMPLES FOR GRADE 3 WRITING AND REPRESENTING: COMPOSING A POEM

1. Student writing sample

A ladybug lays an egg on a
pussywillow bed,
It's as fluffy as a hamster,
As gentle as a kitten's paw,
As soft as a snowball,
as soft as a polar bear's skin,
As fluffy as a furry ball,
A pussywillow is a little ball
for a cricket,
As small as a mouse ear,
As fuzzy as a peach.
I like pussywillows!

Teacher: I think that the graphic organizer really helped to elicit and organize students' thoughts. As I circulated the room I was able to give feedback and support, as well as share exemplary examples of students' work with the class.

Teacher: I focussed mainly on the "meaning," "poems," and "conventions" aspects of the writing rubric when assessing the children's poems. I found that most students were able to meet or fully meet expectations using a structured poetic format.

I am wondering if students would be able to write a free form poem with less structure provided, and still fully meet expectations. I might try this activity using a different artifact (e.g., an acorn top) as a focal point, without providing modelling and guidance.

2. Teacher assessment of student writing using the Quick Scale for Grade 3 Writing Stories and Poems

QUICK SCALE: GRADE 3 WRITING STORIES AND POEMS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often very brief, disjointed, or illogical, and flawed by repeated basic errors. The student needs ongoing support.</i>	<i>The writing presents loosely connected events or ideas, with some detail; parts may be hard to follow or flawed by frequent errors.</i>	<i>The writing is a complete, easy-to-follow story or poem with some interesting detail.</i>	<i>The writing is an engaging story or poem with some originality.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • may not have a “story problem” or purpose • few details 	<ul style="list-style-type: none"> • often based on another selection • some details 	<ul style="list-style-type: none"> • some individuality; considers reader’s reaction • some supporting details add “colour” 	<ul style="list-style-type: none"> • some originality and creative development; tries to make an impact • supporting details add “colour”
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic, simple sentences often long and rambling or short and stilted; little variety 	<ul style="list-style-type: none"> • generally simple language; some description • repeats simple and compound sentences (some may run on) 	<ul style="list-style-type: none"> • clear; some “story language” and description • some variety in sentences 	<ul style="list-style-type: none"> • clear, varied, and often expressive; may experiment with new language • flows smoothly; varied sentences
FORM STORIES • beginning, middle, end • sequence • characters • dialogue • connecting words	<ul style="list-style-type: none"> • may be very brief; loosely related events without an introduction • characters are not described; no clear dialogue 	<ul style="list-style-type: none"> • includes beginning, middle, and end; often loses focus and ends abruptly • characters are identified; may include dialogue 	<ul style="list-style-type: none"> • develops logically sequenced events from a “story problem” to a reasonable solution • characters have some individuality; often includes dialogue 	<ul style="list-style-type: none"> • develops smoothly from an engaging opening; tries to create suspense or interest; reaches a satisfying conclusion • characters have personality; dialogue often sounds natural
POEMS • poetic form • descriptive language	<ul style="list-style-type: none"> • needs a frame or template • may be one-word responses 	<ul style="list-style-type: none"> • attempts a poetic form, but often writes in sentences • attempts some descriptive language 	<ul style="list-style-type: none"> • attempts to use a poetic form; may lapse in places • some descriptive language 	<ul style="list-style-type: none"> • uses a poetic form • includes some descriptive and figurative language
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> • frequent basic errors affect meaning • may be hard to read 	<ul style="list-style-type: none"> • may include several errors, but these do not interfere with basic meaning • legible 	<ul style="list-style-type: none"> • may include some errors, but these do not interfere with meaning • legible; clearly presented 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks with newly acquired or complex language • legible; care in presentation

Adapted from the BC Performance Standards for Writing



LEARNING RESOURCES

English Language Arts Grade 3

This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the English Language Arts K to 7 Grade Collections.

What Are Recommended Learning Resources?

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?

Teachers must use either

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002) www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

ENGLISH LANGUAGE ARTS K TO 7 GRADE COLLECTIONS

The Grade Collections for English Language Arts K to 7 list the recommended learning resources for these courses. Resources previously recommended for the 1996 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the English Language Arts K to 7 Grade Collections: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm



GLOSSARY

English Language Arts Grade 3

This glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of the English Language Arts K to 7 Integrated Resource Package. In addition, the terms “instructional strategies,” “no-excuses spelling,” and “recursive,” although not specifically used in the learning outcomes or achievement indicators, are defined. The glossary is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

A

alliteration

Alliteration is the close repetition of initial consonant sounds, written for a sound effect within a phrase or line of text (e.g., “some smug slug,” “where the cotton blooms and blow(s)”). See **sound devices**.

alphabetic principle

The alphabetic principle is the ability to associate sounds with letters and to use these sounds to form words.

antagonist

The antagonist is the main force acting against the protagonist in a literary work. The antagonist is usually a character, but could also be nature, society, or another such concept. See **protagonist**.

anonymous writing samples

In this document, anonymous writing samples refer to examples of student writing that are considered to be grade-level appropriate overall, although they may contain weaknesses. The writer is never identified. These may be samples collected throughout prior teaching years (consent forms may be appropriate), collected in co-operation with colleagues, found on web sites such as www.nwrel.org, or in professional books on the 6 +1 Traits of Writing, such as *6+1 Traits of Writing: The Complete Guide for the Primary Grades* or *6 + 1 Traits of Writing: A Complete Guide*, both by Ruth Culham, Scholastic Professional Books.

C

characterization

Characterization is the process of revealing personality traits through how the character is developed in the text (e.g., what the character says and does, what other characters say about the character, what the narrator says, how the character is dressed). *Direct characterization* tells the audience about the personality of the character. In contrast, *indirect characterization* shows things that reveal the personality of a character. It can be helpful to consider these five different methods of indirect characterization:

S <i>Speech</i> –	What does the character say? How does the character speak?
T <i>Thoughts</i> –	What is revealed through the character’s private thoughts and feelings?
E <i>Effect on others</i> –	What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character?
A <i>Actions</i> –	What does the character do? How does the character behave?
L <i>Looks</i> –	What does the character look like? How does the character dress?

choral reading

Choral reading or choral speaking is a strategy whereby a group reads aloud together or repeats a memorized phrase when prompted. It works best when a teacher selects a segment as a focus for improving fluency. Passages with dialogue or where changes in volume, tone, or voice support the meaning are often the most enjoyable for students. See **fluency**.

cloze

Cloze procedure is a technique in which selected words are deleted from a passage of text according to a word-count formula or various other criteria, leaving spaces to be completed with possible words that would make sense. The student then uses context clues to “fill in the blanks.” Cloze activities can be used to test reading comprehension and language mastery levels.

complex sentence

A complex sentence expresses a complete thought using one independent clause and at least one subordinate clause. (e.g., While my grandmother eats salad for lunch, I eat spaghetti.)

compound sentence

A compound sentence expresses a complete thought using at least two independent clauses joined by a comma plus a co-ordinating conjunction, semi-colon (often with a conjunctive adverb), or colon. Each clause must have its own subject and predicate (e.g., My grandmother eats salad for lunch, but I eat spaghetti. My grandmother eats salad for lunch; however, I prefer spaghetti. My grandmother eats salad for lunch: she is a vegetarian.). See **co-ordinating conjunction**.

concepts about books

Concepts about books relate to a student’s understanding about books and how they function, including concepts about meaning, purpose, directionality, title, author, illustrator, and story or information.

concepts about print

Concepts about print involve understanding the conventional features of written English:

- the symbolic nature of writing
- the correspondence of oral words to printed words (one-to-one matching)
- the association of letters and sounds
- the distinct features of letters and words
- the correspondence between uppercase and lowercase letters
- left-to-right (with “return sweep”) and top-to-bottom flow
- the use of space to mark word boundaries
- the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)

conflict

A conflict is a literary element that refers to the struggle of opposing internal or external forces. *Internal conflict* refers to a struggle within a character (e.g., making a decision) and *external conflict* refers to a character’s struggle with an outside force (e.g., another character, society, nature). See **literary elements**.

conventions

Conventions are generally accepted or agreed-upon rules or practices to facilitate meaning-making. Appropriate use of conventions is one of the traits of writing, along with ideas, organization, voice, word choice, sentence fluency, and presentation (a subset of conventions).

In written English, conventions pertaining to aspects of text include

- the order in which one reads or writes (e.g., movement from left to right and top to bottom)
- how letters and words should be formed to facilitate legibility
- sentence construction (e.g., grammar and syntax)
- punctuation
- spelling
- structure and format (e.g., paragraphing, formatting of a business letter or web page)

Oral text also has conventions for language and procedures used (e.g., in formal debates or welcome speeches). Visual text likewise has conventions (e.g., for documentary films, theatrical performance, television news reports, magazine covers). See **text structure, syntax, ideas, organization, voice, word choice, sentence fluency, and presentation**.

co-ordinate/co-ordinating conjunction

Co-ordinating conjunctions join two or more words, phrases, or clauses of equal rank: and, but, yet, so, or, for, nor.

critical literacy

Critical literacy is the discussion of how power is used in texts by individuals and groups to privilege one group over another.

cueing systems

See **graphophonic, semantic, and syntactic cues**.

D**declarative sentence**

A declarative sentence makes a statement and is followed by a period (e.g., My friend's dog is named Milton.).

decode/decoding

Decoding is the process used to recognize words in print. Decoding strategies include using word patterns, and graphophonic, semantic, and syntactic cues. See **graphophonic, semantic, and syntactic cues**.

diction

Diction, also known as word choice, refers to choice and arrangement of words within a text. Because words have connotations as well as specified denotations, decisions with respect to diction can affect a writer's or speaker's meaning and affect a reader or listener. Diction is an important aspect of style and includes an awareness of purpose, register, and audience. See **word choice, style, and register**.

E

editing

Editing refers to the process of reviewing one's own or another's work, specifically addressing the conventions of language, such as capitalization, spelling, punctuation, paragraphing, and grammar. The final stage of editing is also called proofreading. See **conventions** and **revision**.

emergent

In English Language Arts, an emergent skill or capacity is one that is not fully assimilated into the student's repertoire. It may be in evidence only occasionally, and may require further learning before it is consistently evident. This curriculum document is not using this word to make a distinction between emergent and early stages of development as commonly found in developmental continuums for the early grades.

environmental print

In English Language Arts, environmental print refers to words or symbols found in everyday life (e.g., signposts, notices, labels). In schools, environmental print consists of signs, labels, charts, logos, and other print posted in and around the classroom and school. Posting meaningful environmental print around the classroom reinforces the concept that print carries meaning and helps students understand the relationship between objects and their symbolic representation.

exclamatory sentence

An exclamatory sentence expresses surprise or strong emotion and is followed by an exclamation mark.

F

features

In the English Language Arts curriculum, features refer to the individual characteristics of a specific piece of text. Features are the most significant aspects of a text or of a writer's style, and what makes it different from other texts. Features can also refer to specific aspects of different genres. See **text**, **genres**, **text features**, and **style**.

flashback

A flashback is a scene inserted into the text that flashes back to an earlier time, and provides information from that earlier time. Flashbacks enable the writer and reader to fill in background information outside of a chronological ordering.

fluency/fluently

Fluency in reading, writing, and speaking is characterized by smoothness, flow, phrasing, and ease of expression. Fluency should include comprehension.

foreshadowing

Foreshadowing is a literary device by which the writer drops subtle hints to the reader about what will happen later as the plot unfolds. See **literary devices**.

form

For purposes of the English Language Arts curriculum, form refers to the structure or organization of a text. However, form and content are complementary. Form could be discussed when teaching, for example, a sonnet, business letter, advertisement, or debate. See **text structure**.

G

genre

Genre refers to types or categories of text recognized by form and/or style. Particular genres have recognizable characteristics and features that distinguish them from other genres. Examples of genres include essay, article, documentary, web page, short story, novel, and poem. Each of these broad categories contains more specific categories (e.g., haiku as a subcategory of poetry). Many works cross into multiple genres by borrowing or recombining these conventions. See **form**, **style**, and **features**.

grade-appropriate

Students who fully meet expectations are able to read and comprehend texts appropriate for their grade level. In the province of British Columbia, the determination of grade-appropriate levels for texts will be made at the school district level, or in the case of schools operating under the *Independent Schools Act*, by schools or an appropriate regulatory authority having jurisdiction, but not the Ministry of Education. See the “Considerations for Delivery” section of this curriculum for further information about grade-appropriate texts. There is expected to be a range of grade-appropriate texts at each grade level.

graphic novel

A graphic novel presents a narrative through a combination of text and art, often in comic-strip form.

graphic organizer

A graphic organizer is a visual by which the relationships between and among ideas are portrayed. A graphic organizer (e.g., Venn diagram, T-chart) can serve many purposes, including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.

graphophonics/graphophonic cues

According to Harris and Hodges (The Literacy Dictionary, 1995, International Reading Association), graphophonics is defined as the sound relationship between the orthography (symbols) and phonology (sounds) of a language. Students who have an understanding of sound-symbol relationships can use this knowledge to help them decode words. See **decode**.

H

high-frequency words

High-frequency words are those that recur often in materials that students are reading or are likely to read (e.g., and, the).

hyperbole

Hyperbole is a literary device, and is the deliberate use of exaggeration for effect (e.g., “I have been waiting here for ages,” “I have a ton of homework.”). See **literary devices**.

I**ideas**

Ideas are one of the traits of writing referred to in the English Language Arts curriculum. In the assessment of writing, ideas are the heart of a writer’s message, and include the detail, development, and focus of a piece of writing. See **organization, voice, word choice, sentence fluency, conventions, and presentation**.

idiomatic expressions

An idiomatic expression is one whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through conventional use. For example, in the expression “that was a piece of cake,” a listener knowing only the literal meaning might not necessarily be able to deduce the expression’s actual meaning.

imagery

Imagery in text is the use of sensory detail to evoke a mental picture. See **literary devices**.

imaginative writing (also known as literary writing or expressive writing)

Imaginative writing is crafted to create particular effects through the use of powerful language (e.g., sensory detail, imagery, metaphor, simile, etc.). Students create imaginative writing through stories, poems, plays, legends, and passages, for example. As in informational and personal writing, imaginative writing may be impromptu or carefully revised and edited. See **sensory detail, edit, revise, informational writing, personal writing, imagery, metaphor, simile, and literary devices**.

imperative sentence

An imperative sentence expresses a command or request and is followed by a period or an exclamation mark. The subject of the sentence is not stated (e.g., “Come here!”).

impromptu writing

Impromptu writing is writing done “on the spot” and is not revised, edited, or carefully proofread, although it is usually checked for obvious errors. Impromptu writing may be as informal as a quick write where students can begin to record their thoughts, feelings, and experiences, or as formal as an in-class essay with a specific topic, form, and time limit. In the English Language Arts curriculum, students can create impromptu personal, informational, and imaginative writing that can be used both to generate ideas and to solidify thinking. Impromptu writing may be a beginning step in the writing process or it may be an end result that could be assessed. If assessed, the criteria may include generation of relevant ideas, connections to the topic, prior knowledge, and sustained engagement for an appropriate amount of time. The BC Performance Standards for Writing contain additional assessment rubrics for impromptu writing. See **personal writing, informational writing, imaginative writing, revise, and edit**.

informational writing (also known as expository writing)

Informational writing is intended to communicate information (e.g., articles, reports), outline procedures (e.g., instructions), and/or persuade others (e.g., editorials, persuasive letters). As with personal and imaginative writing, informational writing may be impromptu or carefully revised and edited. In the BC Performance Standards for Writing, informational writing is referred to as “Writing to Communicate Ideas and Information.” See **impromptu writing**, **personal writing**, **imaginative writing**, **revise**, and **edit**.

instructional strategies

Instructional strategies are used by teachers to help students develop their literacy abilities, skills, and learning strategies. Instructional strategies are sometimes called instructional activities (e.g., K-W-L, sort, predict). There are a wide range of useful instructional strategies for teaching each aspect of English Language Arts: oral language, reading and viewing, and writing and representing.

interactive writing

Interactive writing is often described as a method of “sharing the pen,” and is used by the teacher to provide instruction and assistance to students as they are actually writing. It is much like shared writing except that the students do much of the writing themselves. At the upper grades, the teacher can use interactive writing to model for students, or as a way of getting students to share their writing and talk about the writing process with their peers. See **shared writing**.

interrogative sentence

An interrogative sentence asks a question and is followed by a question mark.

J

just-right texts

Just-right texts are texts that students are motivated to read that are not so challenging that they are solely occupied with figuring out how to decode the words and not so easy that readers are unlikely to learn anything new. “A ‘just-right’ book seems custom-made for the child – that is, the student can confidently read and understand a text he or she finds interesting, with minimal assistance. These are books that make students stretch – but just a little bit...” (Routman, 2003, p. 93). See **decode**.

L

lead

A lead (also called a beginning or introduction) refers to the first sentence or first several sentences in a text. The lead establishes the direction the writing will take. A good lead hooks the reader’s attention right from the start. Of the many types of leads used by writers, some examples include questions that relate to the topic (e.g., Have you ever wondered how you would survive if you found yourself alone in the forest? How would you defend yourself against predators? What would you eat? Where would you find water?) or the give-away lead (e.g., One day last summer, Wilfrid, an accountant, turned into a cat. Long whiskers. Smooth tail. Attitude. A Siamese cat).

literary devices

Literary devices are the deliberate use of language to create a particular effect. They are focussed and precise devices used to extend, enrich, or qualify the literal meaning of a text. Literary devices include allusion, flashback, foreshadowing, imagery, symbolism, metaphor, and simile as well as sound devices. See **flashback**, **foreshadowing**, **imagery**, **symbolism**, **metaphor**, **simile**, and **sound devices**.

For the purpose of clarity in the English Language Arts curriculum, only the terms literary devices and literary elements are used to discuss facets of text. Although distinctions may be made among literary devices, poetic devices, literary techniques, figures of speech, figurative language, and other terms, many of these have overlapping applications and there is no generally accepted distinction among these terms. See **literary elements**.

literary elements

Literary elements are integral components of a piece of literature, and include such things as character, plot, setting, point of view, style, conflict, voice, and theme. Literary elements can be identified, interpreted, and analysed as a way of examining and comparing the foundational structure of works of literature. Some combination of literary elements exists in all fiction, poetry, and drama. See **style**, **conflict**, **voice**, and **theme**.

literature circles (also known as book clubs)

Literature circles are small-group discussions about text. Typically, groups of students who are reading the same text meet together over a period of time for discussion. Literature circles offer students motivation through the opportunity to choose from a selection of books and to engage in detailed discussions with their peers.

M

metacognition/metacognitive strategies

Metacognition is “thinking about thinking,” which results in students’ individual understanding of their own learning processes. In addition, metacognition involves the awareness and understanding of how one thinks and uses strategies as an effective listener, speaker, reader, viewer, writer, and representer. In the English Language Arts curriculum, the successful use of metacognitive strategies involves reflection, self-assessment, setting goals, and creating a plan for achieving those goals. See **strategies**.

metaphor

A metaphor is a direct comparison of one thing to another, which is generally thought of as unrelated. The first thing is not merely “like” or similar to the second, but is wholly identified with it (e.g., the fog crept in on little cat feet). A metaphor may be specific to a single phrase or sentence, or developed over the course of an entire text, becoming an “extended metaphor.” See **literary devices**.

mood (sometimes known as atmosphere or tone)

For the purposes of the English Language Arts curriculum, mood refers to the emotional flavour that runs through an entire text. This may include the writer’s attitude toward the subject and/or the audience. Mood may be any of the following: angry, serious, lighthearted, dark, etc.

N

no-excuses spelling

During the primary years, beginning in Grade 1, there should be clearly articulated expectations to spell certain commonly used words (no-excuses spelling words) across all subject areas without any misspelling at any time. At the end of Grade 1, for example, the following 25 commonly used “no-excuses spelling words” are suggested: a, and, are, as, at, be, for, from, had, he/she, his/her, I, in, is, it, of, on, or, that, the, they, to, was, with, you. At the end of Grade 2, the number of “no-excuses spelling words” realistically jumps to 100+. Many educational resource books written by literacy specialists (e.g., Cunningham, Fry, Dolch, Johns, Fountas, Pinnell) have suggested lists of these words.

O

onomatopoeia

Onomatopoeia is a “sound” effect achieved when a word reflects its literal meaning (e.g., hiss, mumble, buzz, crash). See **sound devices**.

onset

The onset is the first part of a (generally monosyllabic) word that begins with a consonant. It consists of the entire part of the word before the vowel and may be composed of a single letter or a blend (e.g., ‘s’ in sat; ‘bl’ in black); words that begin with a vowel do not have an onset. See **rime**.

organization

Organization is one of the traits of writing referred to in the English Language Arts curriculum. In assessing the organization of a text, the focus is on the internal structure of the piece. Some common organizational structures include comparison and contrast, deduction, development of a theme, or the chronology of an event. See **ideas, voice, word choice, sentence fluency, conventions, and presentation**.

P

personal writing

Personal writing is rooted, both substantively and in terms of voice and tone, in students’ personal experiences, feelings, and responses. The goal of personal writing is to give students the opportunity to sustain writing as a way of discovering what they think, and may be written for an audience of self, peers, parents, or teachers. Personal writing may be revised, edited, and proofread, depending on the grade level, but can also include impromptu writing. See **voice, tone, revision, editing, and impromptu writing**.

personification

Personification is an example of a literary device, and refers to the act of giving human qualities to something that is not human (e.g., the weeping willow). See **literary devices**.

phoneme

A phoneme is the smallest unit of sound within a word. It may be represented by one or more letters (e.g., t, e, oa, ch).

phonemic awareness

Phonemic awareness is a specific aspect of a learner's phonological awareness. A child's ability to segment spoken words into phonemes (e.g., c / a / t) and to blend phonemes into words are indicators of a developing phonemic awareness. See **phonological** and **phoneme**.

phonics/phonics knowledge

Phonics relates to an understanding of the sound-letter relationships in language, involving matching sounds and symbols. Simply put, phonics is what readers do when they use their understanding of sound-letter relationships to decode words. Phonics is a strategy that can be used by all readers when they come across a word they do not know how to read. See **decode**.

phonological/phonological awareness

Phonological refers to the sound, as opposed to the meanings, of oral language. Phonological awareness includes phonemic awareness, plus abilities to hear and create rhyming words and alliteration, segment the flow of speech into separate words, hear syllables as "chunks" in spoken words, and separate spoken words into onsets and rimes. See **alliteration**, **onset**, **rime**, and **phonemic awareness**.

presentation

Presentation, a subset of the trait of conventions, is one of the traits of writing described in the English Language Arts curriculum. The trait of presentation deals with how the writing looks to the reader, and includes the appealing use of white space on a page and other ways to help readers access content. Presentation may include graphics such as maps, graphs, and illustrations. More specifically, presentation includes legibility if hand-written, the appropriate use of font and font size if word-processed, appropriate spacing and margins, and consistent use of headings, bullets, and formatting. See **ideas**, **organization**, **voice**, **word choice**, **sentence fluency**, and **conventions**.

protagonist

The protagonist is the main character in a story. See **antagonist**.

publish

When students publish their work, they make it public by sharing it. Therefore, publishing can be a useful way to motivate students to put the final touches on a piece of writing or a representation. Examples of publishing include handing it in to the teacher, sharing with the intended audience (e.g., sending their letter to the editor of a newspaper), posting on a bulletin board, or including it in a class compilation or newsletter.

pull-quote

A pull-quote is a short extract from a text that is repeated in a separate space to attract and capture the reader's attention, or to give a quick snapshot of what might be contained in the text.

R

readers' theatre

Readers' theatre refers to the presentation of a text, or part of a text, as an alternative way of reading and/or studying literature. It can be as formal or informal as time or context dictates. Readers' theatre does not require the formality of learning lines, or elaborate sets or costumes. Teachers and/or students may adapt stories for readers' theatre through collaborative script writing activities. Readers' theatre, like choral reading, is an effective means to practise fluency, especially when several students read each part together. See **choral reading**.

recursive/recursively

In the English Language Arts curriculum, the term recursive is used to mean the revisiting of steps or strategies a number of times during a chronological process. For example, the Strategies suborganizers in the Prescribed Learning Outcomes are divided into "before," "during," and "after," but predicting is a reading strategy that can be used at several different points before, during, and after reading. That is, students may make predictions about a text before reading, and revisit those predictions recursively during and after reading to confirm or revise as they acquire additional information. A similar recursive approach can be used in writing; writers may revise at any stage of the process.

register

Register is the choice of language deemed appropriate for a specific context or for a particular audience. In both writing and speaking, register refers both to diction and tone. See **diction**.

revising/revision

Revision during writing involves improving the meaning of the piece through considerations such as

- enhancing ideas by adding or deleting details
- improving organization by writing a better lead or ending
- clarifying the organization by reordering the piece
- improving word choice by choosing more precise nouns
- developing sentence fluency by varying sentence lengths/beginnings
- checking for coherence and unity of ideas

See **ideas**, **organization**, **word choice**, and **sentence fluency**.

rime

The rime is the portion of a word that follows an onset. It includes the vowel and any ensuing letters/sounds. Generally used with reference to monosyllabic words, the rime often reflects the characteristic pattern of the word's "family" (e.g., the _ink portion of words such as think, drink, link). See **onset**.

S

scan/scanning

Scanning is a strategy used to search for a specific item or fact in a text.

semantic cues

Readers use semantic cues as a strategy when they focus on using what is already meaningful to them to help them understand specific words, phrases, or sections of text. Semantic cues include accessing prior knowledge, using context cues, and self-talk ("Does this make sense?").

sensory detail

Sensory detail refers to those descriptive details that speak directly from the five senses: sight, sound, smell, touch, taste.

sentence fluency

Sentence fluency is one of the traits of writing referred to in the English Language Arts curriculum. In assessing sentence fluency, the focus is on the rhythm and flow of the language. Writing with sentence fluency is free of awkward patterns that slow the reader's progress. See **ideas, voice, word choice, organization, conventions, and presentation**.

shared reading

Shared reading is a collaborative language activity. Together, the teacher and the whole class or a small group of students read and reread many types of texts, usually in enlarged print.

shared writing

During shared writing, teachers and students share the development of text by composing together. The teacher is the scribe, and models writing skills while recording students' ideas and guiding the students in forming a finished piece of writing.

simile

A simile is a figurative comparison of two unrelated things in which the words "like" or "as" are used (e.g., She ran like the wind). See **literary devices**.

simple sentence

A simple sentence expresses a complete thought, using one independent clause (e.g., My grandmother eats salad for lunch.).

skim/skimming

Skimming is reading quickly to acquire the general idea of the text.

sound devices

Sound devices (which for purposes of the English Language Arts curriculum are thought of as a subset of literary devices) refer to words or word combinations that are used primarily for their sound effects or as a way to manipulate sound. Rhyme, rhythm, alliteration, assonance, repetition, and onomatopoeia are all examples of sound devices. See **alliteration, onomatopoeia, and literary devices**.

strategies/strategy

Strategies are the ways that learners engage in thinking about reading, writing, and oral language in order to enhance learning and comprehension. Strategies are often referred to as reading strategies or strategic reading (e.g., prediction, making connections, visualizing, etc.). However, learners use strategies in writing and in oral language (e.g., brainstorming) to prepare and refine their ideas. Since these strategies are used to make meaning they are sometimes called 'cognitive learning strategies' to distinguish them from 'instructional strategies'.

structure

See **text structure**.

style

Style is the sum of those features of a work that reflect the author's distinctive way of communicating. Style refers to the manner in which something is expressed, in contrast to its message. Some aspects of style include the creative use of literary devices, voice, word choice, and sentence fluency. See **literary devices**, **voice**, **word choice**, and **sentence fluency**.

subordinate/subordinating conjunction

A subordinating conjunction joins words, phrases, or clauses of unequal rank, subordinating one of them (e.g., while, because, unless, although, if, since, as, when, until).

symbol/symbolism

Different from a sign that holds only one meaning, a symbol is more complex and can mean more than one thing. Symbols stand for something other than their literal selves, but can mean different things depending on the context. Symbols can carry a universal or cultural meaning (e.g., a flag, a trickster), but symbols can also be created in a text by a writer who wants a certain object, or symbol, to mean something more than it is. See **literary devices**.

syntax

Syntax refers to word order within a sentence; more specifically, syntax refers to the rules or "patterned relations" that govern the way the words in a sentence come together.

syntactic cues

Students use syntactic cues as a strategy when they refer to what they know about the rules and symbols of spoken and written language to help them make sense of the text. For example, students may use syntactic cues such as grammar, word order, and sentence structure to guide and inform their reading.

T**teacher support**

Teacher support refers to any kind of teaching or assistance that is provided to facilitate a student's acquisition or demonstration of a skill, and may also include the direct teaching of a lesson focussed on acquiring a specific knowledge or skill. This assistance may include direction, modelling, prompting, or furnishing of "clues." Teacher support is also provided indirectly through the way the learning environment is organized and managed.

text/texts

For purposes of English Language Arts, the term "text" denotes any piece of spoken, written, or visual communication (e.g., a particular speech, essay, poem, story, poster, play, film). A text may combine oral, written, and/or visual components. For the purposes of the English Language Arts curriculum, literary texts are both fiction and non-fiction, and may be prose, drama, or poetry. Literary texts can be oral as well, and include such genres as epic, legend, myth, ballad, other forms of oral poetry, and the folk tale.

text features

Text features include diagrams, headings, bold and italicized words, diagrams, drawings, graphics, labels, tables of contents, indices, and glossaries. Studying text features can be helpful in locating information and supporting comprehension. In this curriculum, 'text features' refer to physical attributes whereas features of text refer to characteristic qualities.

text structure

Text structure is a term that applies to the larger organizing pattern of a verbal or written text, passage, or paragraph/stanza. Chronological order, order of importance, and comparison and contrast are examples of text structures. Text structure is an aid to comprehension, since knowing the structure of a sonnet, for example, gives the reader clues about its content.

theme

A theme is the overall meaning of a text or a “truth about life” that emerges indirectly through the writer’s use of literary elements and literary devices. Theme is distinct from topic. For example, whereas the topic of a piece might be “friendship,” the theme of a piece could be “friendship should never be taken for granted.” See **literary elements** and **literary devices**.

topic sentence

A topic sentence states the main idea of a paragraph, and is usually situated near or at the beginning of the paragraph. In an essay, each topic sentence should relate directly to the thesis of the essay.

traits of writing

See pages 20-23 of “Considerations for Program Delivery.” See also **ideas, organization, word choice, sentence fluency, conventions, and presentation**.

V

voice

Voice is an aspect of style, and refers to the individuality of the writer as perceived by the reader. The student who writes with an individual voice offers an honest and unique style that the reader finds compelling and engaging. It is one of the traits of writing referred to in the English Language Arts curriculum. See also **style, ideas, organization, word choice, sentence fluency, conventions, and presentation**.

W

word choice

Word choice, also known as diction, is one of the traits of writing referred to in the English Language Arts curriculum. Effective word choice is the use of rich and precise language in a way that both communicates and enlightens. See **diction, ideas, organization, voice, sentence fluency, conventions, and presentation**.

word-decoding strategies

See **decode**.

word wall

A word wall is a systematically organized grouping of words, generally displayed on a wall in the classroom that is used as a reference by a teacher and students and may become a focus for developing vocabulary, spelling, word choice, and other aspects of language in writing.